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ABSTRACT

Presented is a training procedure manual for institutionalized moderately, severely, and profoundly retarded persons. Teaching activities are suggested for the following skill areas: motor development and awareness (including sensory stimulation, mat skills, and music and basic rhythm); toileting; eating skills (such as straw sipping and table manners); dressing; hygiene (including handwashing and shaving); grooming; clothing care; homemaking skills (such as dusting and simple cooking); scholastic skills (including color concepts and simple budgeting); and survival, travel, and social skills. Within each area, tasks are broken down into sequential steps and appropriate cue words are provided for the trainer. The manual also includes a training program for adults to learn how to deal with children. (CL)

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TRAINING PROCEDURE MANUAL FOR THE MENTALLY RETARDED

FAIRVIEW HOSPITAL & TRAINING CENTER

Developed by Resident Life Division Staff

Josephine Dustin, R.N., Director

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Introduction

. Fairview Hospital and Training Center, Salem, Oregon is a state residential institution for the care, treatment and training of the mentally retarded residents of Oregon.

For most applicants it is no longer considered a permanent place of residence. It is a resource to be used if and only so long as it contributes to a retarded person's development to the fullest of his/her capabilities. Fairview, then, is a residential facility to be used in a supportive role to community programs for the mentally retarded.

The Resident Life Division is responsible for the direct application of the developmental training and habilitative nursing programs for general resident welfare on a 24-hour basis. Through educative, therapeutic and restorative processes, the resident is assisted toward independence in daily living activities, the promotion of health, and the prevention of illness.

The present resident population at Fairview is 1352. Of this total approximately 25% are functioning at the moderately retarded level (40-54), 26% are functioning at the severely retarded level (25-39), and 39% are profoundly retarded (under 24 I.Q.).

6/16/75

SENSORY STIMULATION

Sensory Stimulation is a broad category. We can give it boundaries of taste, touch, smell, sight and hearing, but other than that we can do practically anything and accomplish sensory stimulation. As long as we have no boundaries to confine us, we can let our imagination run rampart and come up with all kinds of ideas to make the world a little more fun for our youngsters or even our older residents that have never had the opportunity to be exposed to some things we now have available.

The key to a successful sensory stimulation may be "get involved". What I mean by this is to make it fun for the kids. A successful program may just be the aide getting involved in an activity so the resident responds to the aide. If they are both having fun, a great deal is being accomplished and a great deal of stimulation is being accomplished.

The activities described in this program are all designed to get both the trainer and the resident involved. After you've tried these think up your own to do. Write them down on paper if you can't remember what you are doing from one session to the next. All in all I'm sure you can make sensory stimulation a FUN THING TO DO!

SENSORY STIMULATION ACTIVITIES

This activity is very simple and easy to do. The equipment you need for this one is a large open space where you can put the child down on the floor. It should be warm and free from drafts. It would help if it was soft. Now we are going to say: Play with the child. Now you say, "Play what?" Remember when you were little and what fun it was to do nothing but roll around outside, you rolled down the hills and did all kinds of silly things like that. Well, these kids haven't done that so we are going to give them a chance to do it now. If you are working with a small child, roll him around as much as his handicaps will allow. Remember the key here is gentleness. You want to gain the child's confidence and teach him that movement can be fun. We want to loosen the child up.

Now that the child is limber, get some bolsters or large beach balls, place a small child over one of the large balls and roll him around. Now you can invent some of your own activities to play with the child.

This activity is designed to improve the child's hand-eye coordination. One of the easiest ways to teach a child is to play with them. With this in mind, choose one of the child's favorite toys, take him off by himself to a place where you can work with him individually and sit him down. You may want to hold a small child. Place the toy in front of the child within his reach at first. Tell the child: "Take the toy."

When the child consistently reaches for the toy, place it so the child has to reach out for it. Keep doing this until the child has to reach out for a distance of several inches.

Learning Shapes

Use varying sizes of squares, rounds, rectangles and triangles, work with the child on shape discrimination.

As you work with the child feeling the shapes, describe them and encourage the child to feel them, tracing their shapes with their hands. All the time you are doing this activity talk with the child and encourage him to use some speech sounds.

Tastes

A taste program can be really fun for you and your child. Try the ones listed then work up some of your own combinations. You might want to divide the tastes into different categories: sweet, sour, vegetables, fruit, etc.

Work with only a few each day and encourage the child to drink water in between each taste. This will encourage better fluid balance as well as give a better taste discrimination.

Motions

Any child needs the feel of motions. A blind child learns to relate himself to space when he swings, rolls, walks, runs, slides, etc.

Using a tumble tub, swing, slide, fabric tunnel, whatever you can find to work with, play with your child doing all of the motions described above.

Stop the activity before the child tires of it completely, this way he will want to come back to this again.

Music

Use music of varying tempos. Try to get the child to tap out the beat of the music. Use marches, waltzes, whatever comes to your mind.

If the child is able to move about, allow him to do so. Encourage rolling, twirling, marching, etc. to the music.

A tumble tub would be ideal for this activity.

These activities are written to give you some idea of where to begin working with your children to enable them to learn self-awareness and awareness of their environment. These activities should only serve as a guide, we want you to do some of your own ideas. After you've completed these suggested activities go on and make up some of your own.

Tactile Awareness

This is an excellent activity for your blind child. As you know the blind child must use all of the other senses to make up for the loss of sight. Touch is probably the most important sense the blind child has to work with. This being the case, we want to give the blind child every opportunity to develop this sense to the fullest capacity.

Start off with several different fabric textures to feel: animal skins, satin, wool, flannel, silk, burlap, cotton balls, etc.

Describe to the child what texture you are feeling. Let the child feel the textures. Let the child feel with his hands, rub it on his face and even take his shoes off and put his feet on it if he wants to. Do this with the various textures and describe what they are. "Satin is smooth", "Animal skins are soft", etc.

Play Activities related to the child feeding himself. This activity will encourage the child to use his fingers and hands which will eventually lead to him feeding himself.

Using a stiff bristled brush and having the child in a sitting position, rub the brush over the child's hands, between his fingers and all over and around the child's hands. This should stimulate the child to move his hands.

You may want to try rubbing the brush over his face to encourage the child to move his hands to his face.

You might want to vary the textures you use, for example: a feather, paint brushes, etc.

The child will learn smiling by this activity. Remember, some children are not able to smile due to some impairment.

Smiling is difficult to teach because it depends a great deal whether the child likes you or not. Second, you must do something the child likes before he will smile. Probably the easiest way to get the child to smile at you would be for you to play with the child doing whatever he seems to like until you get a smile from him.

Begin by touching the child, tickling (only if he likes it) talking softly, making faces, playing with toys, playing music, etc.

The child will be aware of and try to play with a light when presented to him. Sit the child in a comfortable position, you may hold him if you want. Using a flashlight, place the child's hand over the light. Describe what it looks like to the child. When the child becomes aware of the light move it a few inches away from where it was. Encourage the child to touch the light again. When the child touches the light beam again, move it to a new spot. Keep on doing this encouraging the child to catch the light.

This activity is done outside. Begin by introducing one texture to the child. Encourage the child to feel the grass. Let the child run his fingers through the grass. He may want to pull the grass out of the ground. Let him do this, too. Rub it against his face. Be careful he doesn't eat it but let him experiment with tree bark, leaves, etc. All the time this activity is going on talk to the child, describing all the things that are happening.

Hand Manipulation

This activity is designed to teach the child to stir the contents of a container of beans, peas, corn meal, water or any mixture you want to work with.

First of all, make the child comfortable either standing, sitting on a chair or hold him on your lap.

This activity should tie in with how any child likes to play "pretend". We've all experienced kitchen activities where we helped our mother in making things.

This activity may be started by using a great deal of physical cues, gradually fading them out. Teach the child to hold the bowl of beans or set them on the table and steady the bowl with the other hand. Begin stirring with a spoon. You may want to use a large wooden spoon. Work with the child until he is able to stir the contents of the bowl. Make this a fun activity. It could lead to cooking simple cookies or whatever.

Hand Manipulation:

Materials needed: a piece of string preferably bright colored.

When a piece of rough string is wound through fingers, the child will attempt to pull it through or respond when the aide pulls it through.

While you are doing this procedure, talk with the child describing what you are doing. Your goals for the child are to relax the child, the child will look at his hands while the string is being pulled through and possibly begin trying to pull the string through his fingers.

Mirror Play

Materials needed: A quiet play area and a small hand mirror. A mirror on the wall may be used but it should be away from the other children so the child can play without being distracted.

Put the child in a comfortable position preferably sitting at the table. Place a small mirror in front of the child. Explain to the child it is himself he sees in the mirror. Encourage the child to look at himself in the mirror.

Use the child's name. "See ____________" in the mirror.

Sensory Awareness

Materials needed: an icebag filled with ice and a hot water bottle filled with warm water. Place first one and then the other on the child's arm describing what each feels like.

Fingerpainting

Equipment needed: Large pieces of paper to paint on. (A roll of butcher paper is ideal for this activity). You also need some tempra paints, several colors.

You will need quite a bit of open space for this activity. The floor is ideal for this.

Spread the paper out on the floor or a table if that will be easier for your child. Using your hands and the child's hands or feet whatever you want, make pictures by spreading the color around on the paper. When you get tired of one color try another.

It might be a fun thing if several aides get together and have exhibits of their children's paintings.

Sounds:

When you start this activity I want you to do this on yourself first. This is done so if you are working with a blind child you will know how important sound can be to a blind person.

Listen to sounds around you now. Now close your eyes. The sounds you hear are much clearer now aren't they?

Describe the sounds you hear to the child. Make a recording of various sounds. Play the recording for the child and describe the sounds the child hears.

You can vary the sounds, make sounds in sequence, make up stories in sounds, etc.

Other textures you may want to experiment with: gravel, sand, brick, metal, wood (rough bark and sanded woods), tile, concrete, rocks of varying surfaces, warm water, cold water, ice, etc.

These activities are written to give you some ideas to work with your children to develop their awareness and to prepare them for detailed training as they are ready to learn more difficult skills.

Keep in mind these exercises are only to serve as guides, we want you to use your imagination to develop new and interesting activities to do with the child.

After you have used the suggested activities try and think of some more you can use to keep giving the child the experience of the activity but vary the tools used to maintain the child's interest.

Heavy and Light

This activity should be used with a child that has the use of his hands.

Materials needed:

Assorted objects varying in weight. You may want to use toys of varying weight or fill small containers with different amounts of sand.

While working with this activity, describe to the child how it feels: Example: "This box is heavy". "This one is light." "This one is heavier than the last one."

Give the child the opportunity fo feel each article. As the child feels the weight of each article, encourage him to make sounds. If he makes sounds, imitate them.

Stop the activity before the child gets tired of it so he will look forward to the next session.

RESIDENT ____________________ CASE NO. ____________________ MASTER SKILL SHEET

LISTING OF SKILL	Start Date	Comp. Date	1 mo.	3 mos.	6 mos.	REC
MOTOR DEVELOPMENT & AWARENESS						
Identification with model						
Sensory Stimulation						
Basic Motor Development I						
Basic Motor Development II						
Basic Motor Development III						
Mat Skills & Activities I						
Grasping						
Music & Basic Rhythm						
Rhythm Band						
Mat Skills & Activities II						
Riding a tricycle						
Mat Skills & Activities III						
Pushing a wheel chair ind.						
TOILETING						
Toilet Training Schedule						
Toilet Training - Trip						
Independent toileting						
EATING SKILLS						
Basic Eating Skills						
Drinking from a glass						
Beginning self feeding						
Dining skills						
Drinking from a glass ind.						
Straw sipping						
Dining room behavior						
Table manners						

LISTING OF SKILL	Start Date	Comp. Date	1 mo.	3 mos.	6 mos.	REC
DRESSING SKILLS						
Dressing - Panties						
Undressing - Panties						
Undressing - Knit shirt						
Dressing - Knit shirt						
Undressing - Socks						
Dressing - Socks						
Undressing - Shoes						
Dressing - Shoes						
Dressing - Button shirt						
Zipping						
Shoe lacing						
Shoe hooking						
Buttoning						
Snapping Gripper Snaps						
Zipping a coat						
Shoe tying						
Dressing - Bra						
HYGIENE						
Basic hand & face washing						
Handwashing						
Face washing						
Tub bathing I						
Drying (Bathing)						
Showers (reverse chain)						
Showers						
Tub bathing II						
Toothbrushing reverse						
Toothbrushing						
Use of roll-on deodorant						
Use of deodorant						
Shaving - boys						
Use of sanitary napkin						
Shampooing						
Care of fingernails						
Care of toenails						

10/11

12/13

LISTING OF SKILL	Start Date	Comp. Date	1 mo.	3 mos.	6 mos.	REC
GROOMING						
Use of mirror - boys						
Use of mirror - girls						
Hairbrushing						
Haircombing						
Cleaning comb and brush						
Shoe care						
Selecting clothing						
Sizing of clothing - boys						
Shaving legs						
Shaving underarms						
Hairsetting						
Hairstyling						
Use of hairspray						
CLOTHING CARE						
Hanging up a coat						
Folding shorts						
Folding trousers						
Folding T-shirts						
Folding slips						
Folding shirts						
Folding bras						
Folding socks						
Folding dress shirts						
Hanging pants						
Hanging shirts or blouses						
Closet cleaning & clothes ck.						
Clothes sorting for wash						
Use of washer						
Use of dryer						
Sewing on a button						
Ironing						
Dress or skirt hemming						

LISTING OF SKILL	Start Date	Comp. Date	1 mo.	3 mos.	6 mos.	REC
HOMEMAKING SKILLS						
Dusting						
Dustmopping						
Wetmopping						
Sweeping						
Window washing						
Bedmaking						
Bedwashing						
Table clearing						
Table setting						
Room cleaning						
Bathroom cleaning						
Use of vacuum cleaner						
Simple cooking						
SCHOLASTIC SKILLS						
Identifying body parts I						
Color concepts						
Number concepts						
Counting to 100						
Timetelling						
Use of alarm clock						
Money concepts						
Money concepts II						
Use of pay telephone						
Mail and postage						
Calendar concepts						
Simple Budgeting						
SURVIVAL, TRAVEL AND SOCIAL SKILL						
Bus riding						
Long distance trips						
Safety						
Restaurant Ettiquette						
Bicycle Safety						
Community Resources						

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IT#4

BASIC MOTOR DEVELOPMENT I

OBJECTIVE: TO STIMULATE NECK EXTENSION

Step I

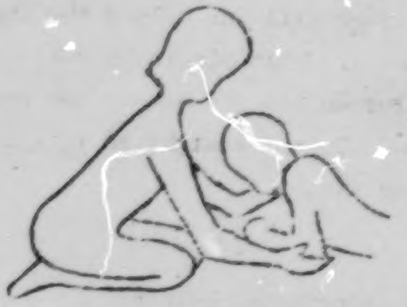

Figure 1

This activity should be done on a firm surface, not a bed. Place the child on his stomach on the mat. As you lift and turn his head, gently start to bring his arm forward. MOVE SLOWLY IF YOU FEEL RESISTANCE. See figure 1.

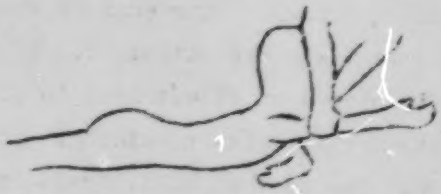

Figure 2

Hold the child's head with the child looking forward. Keep his arm straight and in the air until it no longer feels heavy and does not press down at the shoulder, then place his arm on the floor. Follow the same procedure with his other arm. Do not let his head bend forward. See figure 2.

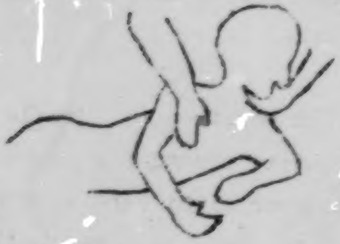

Figure 3

If his arms are not too stiff, lifting the shoulder up and out with rotation of the trunk may be sufficient to bring the arm forward. See figure 3.

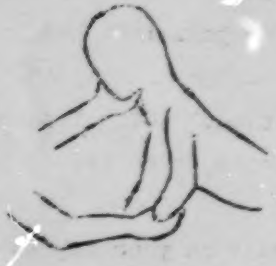

Figure 4

Now snap your fingers, squeak a toy, call his name or lightly stroke the back of his neck to encourage him to hold his head up. It may be necessary to raise his head with your hand then release it to make him understand what he is expected to do. Give lots of praise when he attempts to hold hi head up. See figure 4.

THIS STEP SHOULD BE COMPLETED BEFORE GOING ON TO A NEW STEP.

Basic Motor Development cont.

Step II

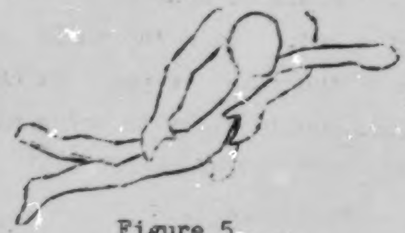
Figure 5

For this exercise you will need something cylindrical, several large towels rolled together will do. Place the child on his stomach. When placing a child over a roller do not put him on the roller before his is lying straight as illustrated. See figure 5.

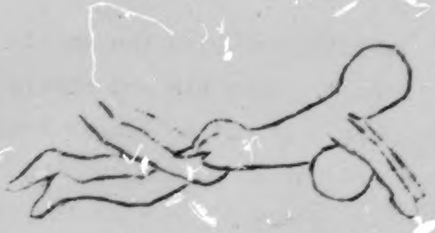
Figure 6

The sketch illustrates holding the child at the hip joints (grip under bony projections in front). This enables you to keep his legs and hips straight. Be sure roller is placed as illustrated to prevent interference with breathing. See figure 6. Say to the child, "raise your head." Encourage the child to push up with his arms. Give lots of praise when the child attempts.

Step III

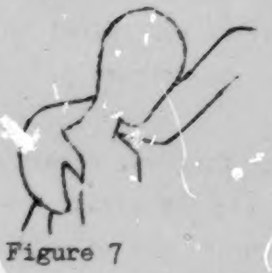
Figure 7

Sit the child beside you. Cradle your right arm loosely around his right shoulder. Place your right hand in front of his shoulder to guide it. You will then control his head by controlling his shoulder. Use your left hand on his left shoulder for support. Say to the child, "raise your head." Give lots of praise when he attempts to do it.

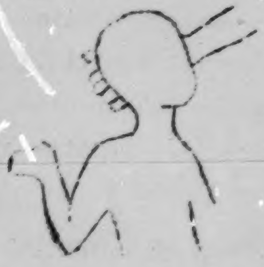
Figure 8

If a child sits on your lap throwing his head back, do not try to push him forward as shown here. This actually stimulates more extension. See figure 8.

Basic Motor Development cont.

Step IV

Some children cannot raise or hold their head up in mid-line because they are generally too "floppy". By holding them firmly at the shoulder with your thumbs on their chest, you can give them some stability as you bring the shoulders forward slowly; this will help them raise their head up and hold it there. See figures 9, 10, and 11. Say to the child, "raise your head." Give lots of praise when the child attempts to do as you ask.

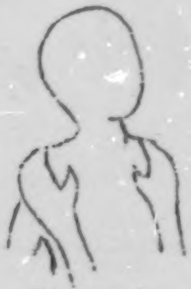

Figure 9

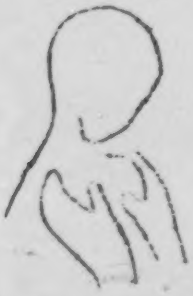

Figure 10

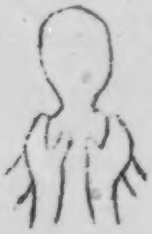

Figure 11

This material taken from handbook:
Handling the Cerebral Palsied Child at Home
Nancy R. Finnie

FAIRVIEW HOSPITAL & TRAINING CENTER
5/30/72 INSERVICE DEPT. AE:ss

BASIC MOTOR DEVELOPMENT - SITTING BALANCE

A program to follow neck extension (Basic Motor Develop. No. 1)

OBJECTIVE: to achieve and maintain the ability to hold body in upright sitting position.

Step I

Encourage sitting - objective: pull to a sitting position.

1. Place child on his back on the mat.
2. Straddle the child with your knees at thigh level. (Do not sit on the child's legs or hips.)
3. Stretch out your hands to the child and try to get him to reach for your hands.
   Cue words: "Hold my hands."
4. Hold both hands and encourage the child to pull himself up in a sitting position while holding your hands. Don't do the pulling yourself, let the child pull himself up.
   Cue words: 1. "Raise your head."
   2. "Pull."
   See figure 1.
5. When the achieves upright position, maintain this for 5 - 10 seconds.
   See figure 2.
6. To lower the child into lying down position, reverse the pocess - hold his hands firmly, start the child back down, encourage him to grip your handsto avoid the feeling of falling back rapidly.
   Cue words: "Hold tight."
   See figure 3.

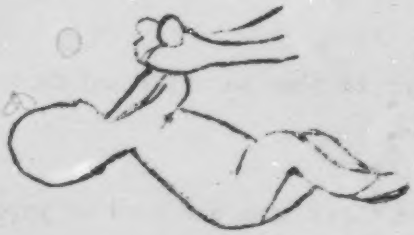

Figure 1

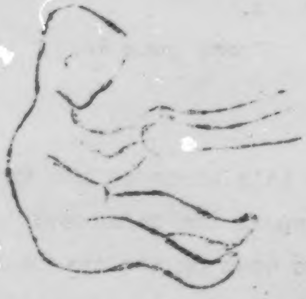

Figure 2

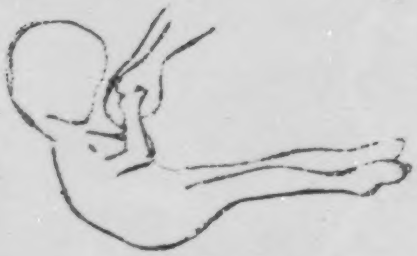

Figure 3

Step II Tailor Sitting

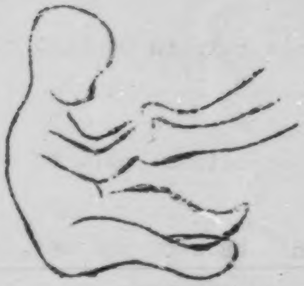

Figure 4

1. Do steps for encouraging sitting position. See figure 4.

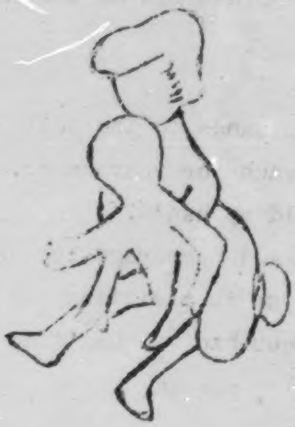

Figure 5

2. Hold the child in position and move to the back of the child to support him. See figure 5.

3. Allow the child time to relax and feel comfortable.

4. Support the child with one hand on upper back or head and your body close to his for extra support as needed and use your other hand to position legs in crossed tailor fashion.
   Cue words: "Cross your legs."

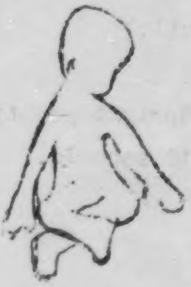

Figure 6

5. Put the child's hands on the mat - continue to support the child and put child's hands palms down on the nat in front of him or at his sides.
   Cue words: "Put your hands on the mat."
   See figure 6.

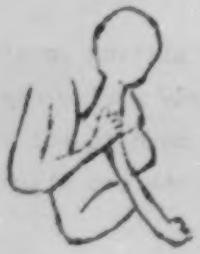

Figure 7

6. Sit the child up straight - place thumbs and forefingers at shoulders to hold child, giving only as much support as needed.
   Cue words: "Sit up straight."
   See figure 7

7. Encourage the child to keep his head up with a toy or other object that holds his interest at eye level.
   Cue words: "Hold your head up."

Step III Long Sitting

1. Do steps on encouraging sitting position. See figure 8.

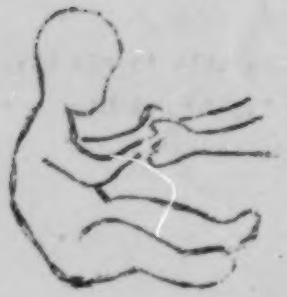

Figure 8

2. Be sure legs are in a straight position.

3. Hold the child with both hands and move to a position behind the child.
   See figure 9.

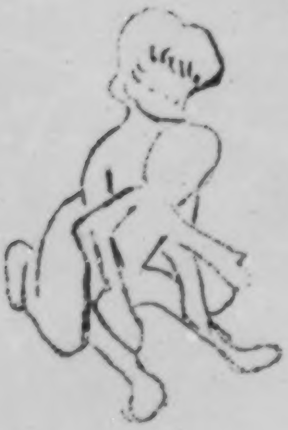

Figure 9

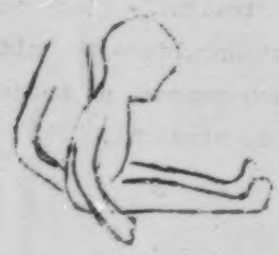

Figure 10

4. Hold the child in a sitting position with one hand and your body giving any needed support, use other hand to put child's hands palms down on the mat slightly forward.

   Cue words: "Put your hands on the mat."

5. Maintain this position for 2 seconds, increase time to 5 seconds then increase to 10 seconds.

   Cue words: "Sit up straight."

   See figure 10.

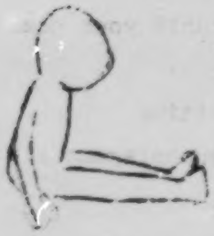

Figure 11

6. When the child is able to sit supported for 10 seconds try to get him to sit unsupported. See figure 11.

20

RHYTHM BAND

Prerequisite: The child must have completed the Sensory Stimulation Program or as much as possible for that child.

Materials needed:

1. Record Player
2. Record: Our Rhythm Band side 1
3. Bells, sticks, hand bells, sand blocks, etc.

This activity must have a 1:1 ratio. Choose a time when you have adequate staff. Foster grandparents or high school workers will be ideal for this type activity.

Step I

The leader will pass out the instruments to the children sitting in a circle, the adults will help the children reach out and grasp the instruments. Give as much assistance as needed, gradually fading out the amount of assistance given.

Step II

The leader will start the music and give the instructions to the children and helpers to listen and do what the record tells them to do.
Leader stop the record after the complete march has played.
Helpers will assist the children during the exercise.

The responses gained from this exercise should be: The child will:

1. Reach out for the instrument with assistance.
2. Reach for the instrument unassisted.
3. Grasp the instrument assisted.
4. Grasp the instrument without assistance for 1- 2 seconds.
5. Grasp the instrument without assistance.
6. Reach for, grasp and hold the instrument for 2 - 3 seconds.
7. Readh for, grasp and shake the instrument 3 times or more.

Step III

When the child's rate of responses are high turn the record over and play the first march and keep time to the music.

Step IV

When the child has achieved the first seven rates of response (see first page), continue rhythm band using songs that are a little more lively (rock music or other marches.)

Step V

When the child is able to keep time to the music fairly well work on starting and stopping on command.

Tell the children, "Start," when the music starts.

When the music stops, tell the children, "Stop". Give assistance as needed.

Step VI

Now the children should learn to put the instruments away after the session. The music leader will go around the circle after the session is over and collect the instruments. When the leader stops in front of your child tell the child to drop it into the box.

Say the child's name, "Name, drop the (bells) into the box." Give assistance as needed. gradually fading out the assistance.

The responses gained from this should be: The child will:

1. Release the instrument with assistance.
2. Release the instrument without assistance.
3. Drop the instrument into the container with assistance.
4. Drop the instrument into the container without assistance or command.

RIDING A TRICYCLE

The use of primary reinforcement paired with praise should be used when first attempting to teach this skill. Use an area with plenty of room.

Step I
Teach the child to sit on the tricycle.
Cue: "Sit"

Step II
Teach the child to hang onto the handle bars.
Cue: "Hang on"

Step III
Teach the child to put his feet on the pedals. Strap his feet on if necessary.
Cue: "Put your feet on the pedals"

Step IV
Stand behind the child, hold the handle bars and push him forward.
Tell the child to push with one foot.
Assist the child by pushing down on one foot.
Cue: "Push"
Repeat Step III with other foot.

As the child learns to push with first one foot, then the other; assist him less until he is moving the tricycle independently.

TO TEACH GUIDING THE TRICYCLE

Stand a few feet in front of the child.
Use a primary reinforcement at first.
Tell the child to come to you.
Cue: "Come to me"
Reward and praise.

TO TEACH TURNING THE TRICYCLE

Stand in front of the child.
Use a primary reinforcement.
Tell the child to turn and give him a gesture to indicate the direction to turn.
Cue: "Turn"
Reward and praise.

PUSHING A WHEELCHAIR INDEPENDENTLY

Step I

Teach the child to position his hands on the wheels of the wheelchair then grasp the wheels. Be sure the child is in a wheelchair that fits him and he is sitting comfortably.

Cue words: 1. "Put your hands on the wheels."
2. "Hold on."

Step II

Teach the child to push the wheels in a forward motion. Trainer will hold their hands over the child's to give the child the feeling of motion.

Cue words: 1. "Push."

Step III

Next teach the child to let go of the wheels.

Cue words: 1. "Let go."

Step IV

Reposition the child's hands on the wheels and repeat the same procedure.

Cue words: 1. "Put your hands on the wheels."
2. "Hold on."
3. "Push."

Repeat this process until the child is able to go in a forward motion.

Step V

Next the child should learn to stop the chair.

Tell the child to put his hands on the wheel, trainer place their hands over the child's and pull back.

Cue words: 1. "Put your hands on the wheel."
2. "Hold on."
3. "Pull back."

Step VI

Now the child is ready to learn turning. Position the child's hand on one wheel only. Tell the child he is going to turn, give assistance as needed.

Cue words: 1. "Put your hand on the wheel."
2. "Hold on."
3. "Push."

Repeat the same process with the other hand (if child is able). Let him practice until he can make turns as needed.

Step VII

When the child is able to go frontwards and make turn well teach him to go in a backward motion.

Cue words: 1. "Put your hands on the wheels."
2. "Hold on."
3. "Pull back."

Step VIII

Repeat the above process until the child can move in a backware motion without assistance.

Step IX

When the child is able to use his wheelchair well, teach him the use of the hand brake. This may vary from chair to chair but teach him the way of his own chair or the one he uses most.

STRAW SIPPING

The first thing we are going to be concerned with is that we have a happy comfortable child. We want to be sure the child enjoys learning this new skill. First, is your child warm? If not, put some more clothes on him. While you're at it, be sure he has dry pants. Now that you've done that, put him in his chair and position him comfortably. He should be sitting in as near normal position as possible. If he needs help with head control you may need to correct this before you start teaching straw sipping.

A word about reinforcement ---- you have a built-in reward here with the liquid the child is drinking. It should be his favorite kind if possible. We also want you to use a lot of social praise, "hey, that's great!" "Wow!" you are doing fantastic" etc. really means a lot. A hug or a pat to go along with the food and social reward and this resident is bound to feel like he is doing just about the most important thing of his life.

STEP I

Pour a glass of the resident's favorite liquid. You might want to put it in a pop bottle just for fun. Dip the straw or plastic tubing into the liquid and put your finger over the hole to trap the liquid in the straw.

STEP II

Put the straw in the resident's mouth at a horizontal angle. Release your finger so the liquid will run into the resident's mouth. Make a pleased facial expression and say, Mmmmmmmm! Repeat this a few times.

STEP III

Now as you continue this, increase the angle of the straw so the resident will have to suck to get it out of the straw. Only tip it a little at first. Use the cue words: "Suck"

or

"Pull"

Whichever cue word you use be consistent. Don't change. You should gradually increase the angle of the straw until the child is sucking from the straw in a vertical angle. Take plenty of time so the child feels good about learning a new skill. Once he has learned to use a straw, let him drink all liquids from the straw.

NOTE**** If the resident needs to perfect the sucking reflex begin by giving him stick candy or a sucker before trying this procedure. Also, if the resident learns to use tubing, a straw should be introduced gradually.

Material taken from:
DEVELOPMENT OF SUCKING AND SWALLOWING
Elizabeth Dosley, M.A.
Fairview Hospital and Training Center
SS/ds TPC 10/14/74

DRINKING FROM A GLASS INDEPENDENTLY

Prerequisite: The child must have the ability to drink well from a glass with help.

Step I

Choose a glass that will be comfortable for the child to handle. It should not be so large the child cannot get his hands around it. It should be styled so that it will not tip easily. You may want to add a top with a small hole to prevent spilling the contents. Fill the cup ¼ to ½ full.

Step II

Seat the child in a comfortable position at a table of the correct height. Talk to the child to relax him and make him feel comfortable. Here again as in teaching the child to begin to drink from a glass choose a time that is free from stress.

Step III

Place the glass in his two hands and guide his hands to his mouth. Give as much assistance as he needs at first. After he has taken a drink, return the glass to the table. Be sure the child does not get too much at one time to prevent choking. Repeat this process but go slowly.

Step IV

Gradually fade out the amount of assistance given the child until he is drinking independently. If you have been using sipper tops or lids with holes gradually make the holes larger finally removing the lid entirely.
The child should gradually begin holding the glass with only one hand; don't rush him but encourage this so the child will know that this is your desired goal.

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MAT SKILLS & ACTIVITES III

Rising Sun

Child sits on the floor with knees bent and feet flat on the floor as close to body as possible. He tries to stand up without touching his hands to the floor. Rocking back and forth helps the child to rise.

Cue words: 1. "Sit down"
2. "Bend knees"
3. "Feet flat on floor"
4. "Rock back and forth"
5. "Now stand up"

Chinese Get-up

Partners stand back to back and hook arms. Brace feet out in front and hold arms firm. Slowly move to seated position on the floor. Slowly try to rise to a standing position without unhooking arms. (Partners should be about the same height and weight.)

Cue words: 1. "Stand back to back"
2. "Hook arms"
3. "Sit down"
4. "Keep arms hooked"
5. "Bend knees"
6. "Push against each other"
7. "Stand up"

Bridging

Lie on back and place hands on floor close to shoulders with fingers pointing to shoulders. Bend knees and place feet on floor close to the body. Push with hands, neck, and feet, lifting the body up in an arched position. Points of contact with the mat are head, hands and feet. It can be done by supporting arched position with only feet and hands.

Cue words: 1. "Lie down on your back"
2. "Hands on mat"(close to shoulders)
3. "Bend your knees"
4. "Feet flat on floor"
5. "Push up with arms and legs"

V-Sit

The performer lies on his back on the mat with feet together and arms extended along side and hands resting on upper thighs. Lift the legs and feet about 2 feet from the floor and at the same time raise the trunk from the mat touching ankles or toes with hands.

Cue words: 1. "Lie down on your back"
2. "Legs straight and together"
3. "Hands on legs"
4. "Lift legs up"
5. "Sit up and touch feet with your hands"

Hokey-Pokey

Formation: Circle, hands joined.

1. I put my one foot in, I put my one foot out.
   I put my one foot in and shake it all about.
2. Do the Hokey-Pokey and turn yourself about.
   That's what it's all about.

Follow instructions for other verses: other foot, one hand, other hand, head in, whole self in.

Races and Relays

File Chair Relay

Five to ten players to a team. Each player sits in a chair, the chairs being arranged in a row. The first player in each row arises from his chair and runs around the entire row and back to his original chair, which he sits on facing the player behind him. As soon as he sits down, player number two gets up and runs the circuit. So it goes until each player has been entirely around. The first team finished wins.

Broom Relay

Give the first player of each team a kitchen broom and a sheet of paper about six inches square. At a signal the player sweeps the paper across the room or to a designated goal and back again, and gives the broom to the number two player who repeats what number one has done. The winning team is the one whose members finish first.

Suggestions: To make the game less strenuous, the first player may sweep the paper to the goal and run back leaving both the paper and broom behind. He tags the second player who runs to the goal and sweeps the paper back. This continues until each player has repeated the action.

DRINKING FROM A GLASS

Step I

Position the child in as near upright position as possible, head slightly downward. A cup with liquid the child likes should not be too full but full enough so that the child does not have to tilt his head back to drink. A sipper top may be placed on the glass or a lid with a small hole may be used also.

Step II

Place the glass in the child's mouth slightly behind the teeth and on top of the tongue. Encourage the child to close his mouth by pressing on his chin with your index finger in an upward motion or using your index and second fingers of free hand gently scissor the child's mouth closed.

Step III

Help the child take the liquid into his mouth, not too much at one time or he will gulp and choke, frightening him. Encourage the child to relax, talk to him in a quiet reassuring tone.

Step IV

Follow this procedure until the child is able to drink liquids with your help and is relaxed during the entire procedure.

THIS PROCEDURE SHOULD NOT BE DONE ONLY AT MEALTIME. IT MIGHT BE A GOOD IDEA TO CHOOSE A TIME THAT IS FREE FROM STRESS TO BEGIN WITH AND GRADUALLY INTRODUCE THE PROCEDURE DURING MEALTIME.

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MAT SKILLS & ACTIVITIES II

Crawling:
Ability to move forward on stomach using alternate hand and leg to propel self.
Cue words: 1. "Lie down on your stomach."
2. "Bend your arms."
3. "Pull."

Creeping:
Ability to move forward while on hand and knees using alternate hand and leg to propel self.
Cue words: 1. "Get down on knees."
2. "Hands on the floor."
3. "Walk" or "Go"

Log Roll:
Lie across end of mat arms extended above the head. Roll to the end of the mat as rapidly as possible.
Cue words: 1. "Lie down on stomach."
2. "Arms straight."
3. "Head down."
4. "Legs straight."
4. "Roll."

Rocking Chair:
Partners sit facing each other, legs spread and knees straight. Partners place bottoms of feet together and grasp one another's hands. They then begin an alternate pulling back and forth.
Cue words: 1. "Sit down."
2. "Spread legs wide."
3. "Hang onto hands."
4. "Pull."

Row the Boat
Sit on the mat with legs extended so that the heels are over the end of the mat. Hands on the mat behind the hips. Keeping the knees straight, and without using the legs, pull the body to the end of the mat with the arms and shoulders.
Cue words: 1. "Sit down"
2. "Legs straight."
3. "Hands on mat" (behind hips).
4. "Pull with your arms."

Dog Run:
Run on all four, keep the feet off to the side out of line of hands as dogs sometimes do.
Cue words: 1. "Stand up"
2. "Spread your legs"
3. "Bend over."
4. "Put your hands on the floor."
5. "Run."

Worm Crawl:
Lie on mat on stomach with legs extended, hands locked behind back, and toes over end of mat. Keeping hands locked in place behind back, and chest in contact with mat, move across the mat using the legs.

Cue words: 1. "Lie down on stomach."
2. "Hands behind your back."
3. "Bend you knee and push with your foot."

Frog Hop:
Take deep knee squat position; place hands on floor in front of and closer together than the feet. Leap forward by pushing with the feet; land on the feet with balance maintained by placing hands on the floor in front of the feet. In this stunt most of the weight is always carried by the legs.

Cue words: 1. "Squat down."
2. "Hands on the mat."
3. "Hop" or "Jump".

Crab Walk:
From a seated position on the floor and with the hands back of the body, raise the seat from the floor and carry the weight on the hands and feet. In this position move forward feet leading and return head leading.

Cue words: 1. "Sit down."
2. "Bend knees."
3. "Hands on mat."
4. "Push up."
5. "Seat off mat."
6. "Walk"

Bear Walk:
Touch floor with both hands, keeping legs stiff; then move forward sliding legs along, making sure to keep head up.

Cue words: 1. "Stand up."
2. "Spread legs."
3. "Bend over."
4. "Put hands on floor."
5. "Legs straight."
6. "Head up."
7. "Walk."

Seat Walk:
Sit on the mat with legs extended so that heels are pointed toward end of mat. Hand resting on the knees. Keeping the knees straight walk on buttocks to the end of the mat.

Cue words: 1. "Sit down."
2. "Legs straight."
3. "Hands on knees."
4. "Rock from side to side."
5. "Walk."

Seal Walk:
From a push up position, walk forward with hands, and drag the legs. The toes are pointed flat behind, and not curled.
Cue words: 1. "Lie on stomach."
2. "Push up on hands."
3. "Legs straight."
4. "Walk on hands."
5. "Drag your legs."

RACES AND RELAYS

Backward Race

Players line up on a given line with their backs to the goal line. At a signal they run or walk backwards to the finish line. This may be done as an individual race or as a relay.

Bronco Race

Players line up in couples on a given line. One player stands in front of the other, and they place a broomstick between their legs. At a signal they run to the goal line.

Balloon Bust Relay

Two lines. First two players run down to where the balloons are. They pick one up, put it on a chair and sit on it and bounce up and down until the balloon breaks. Then they run back to their line and tag the next player. The race is continued until all of the players have had a chance to break a balloon.

Plate Stack

Equipment - 12 paper plates. Players form two individual teams and sit in single files. The last player on each team is given six paper plates. On a signal from the leader, the last player in each team passes the plates, one at a time, up the file to the player ahead of him. This is continued until the first player obtains all the plates that are given to his team. He stacks them on the floor. The first team to have the six plates stacked wins. Variations: Use rock-a-stacks, blocks, etc. in place of plates.

Sack Race

Two lines. Children step into gunny sacks and on "go" they hop to a goal and back. Get out of their sacks and hand it to the next player in their line. First line through wins.

FOLK DANCES

Seven Jumps

Formation: Circle, hands joined.

1. Walk
2. One leg up, the other leg up.
3. Walk
4. One leg up, the other leg up, down on one knee, and up.
5. Same as #4 & down on other knee and up.
6. Same as #5 & down on one elbow and up.
7. Same as #6 & down on the other elbow and up.
8. Same as #7 & head down and up.
9. Same as #8 & hands behind head and up.

ACTION SONGS

My Hat

My hat it has three corners;
Three corners has my hat;
And had it not three corners,
It would not be my hat.
Motions - (1) On "My" point to self; (1) on "Hat" touch top of head;
(3) on "Three" raise 3 fingers; (4) on "Corners" touch elbow of left arm.

GAMES

Musical Chairs

Place chairs in a double row, back to back. Players are all seated in the chairs. When music starts, all the players stand up and begin to walk around the row, close to the chairs. As players begin marching, remove one chair from the line. Stop the music in such a way that the group does not know when to expect it.

Each player sits down in the chair closest to him. The player left without a chair is out of the game. The music starts again, the players stand and march around. Again remove one chair - when the music stops, the player without a chair is out of the game. Continue until only one player is left seated in the last remaining chair. He is the winner.

Potatoes

Players form a circle. Have the players put their potatoes (fists) out in front of them. The leader starts with the player on his left and counts potatoes (one potato, two potato, three potato, four; five potato, six potato, seven potato more). The potato that "More" ends on is out and the player puts it behind his back. The players remain and the leader then starts with the potato after "More". When a player has the word "More" end on his second potato (hand) he is out of the game. The last player left in the game is the winner.

MAT SKILLS

Turk Stand

Stand with feet crossed and arms folded. Maintaining the foot position slowly sit down on the floor. From the seated position on the floor position on the floor slowly try to stand up without losing balance, dropping the arms and uncrossing the feet. Cue words

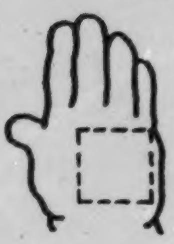
Cue words:
1. "Stand up."
2. "Cross your feet."
3. "Fold arms" (across chest).
4. "Sit down."
5. "Keep your feet crossed."
6. "Stand up."
7. "Keep your feet crossed."
8. "Keep arms folded."

GRASPING

GOAL: to teach the child to grasp.

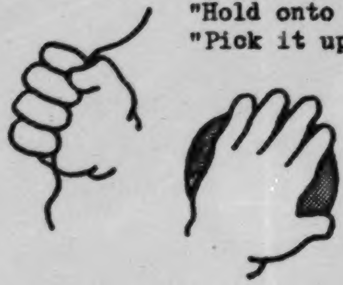
STEP I: GOAL: simple holding grasp (the fingers only are closed on an object and press the object strongly against the heel of the palm. The hand almost completely covers the object so that manipulation is very limited).

MATERIALS: 1" block, Play Doh, small ball, ½" diameter peg, etc.



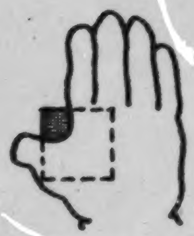
Trainer-model puts own hand over the object, as shown, and presses gently with the heel of his palm. Then teaches the resident (using physical cues, as needed):

CUE WORDS: "Watch me. Put your hand on the ______ like I did." (Step IA)
"Hold onto the _____ like I am." (Step IB)
"Pick it up." (Step IC)



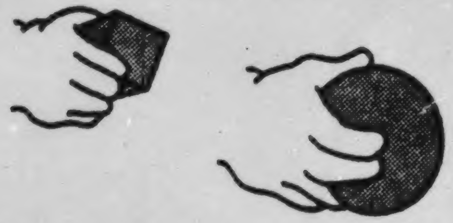
STEP II: GOAL: holding grasp using thumb (the object is shifted in the hand further toward the thumb, which is also used to grasp).

MATERIALS: hard boiled egg (shelled), 1" block, Play Doh, small ball, ½" diameter peg, etc.



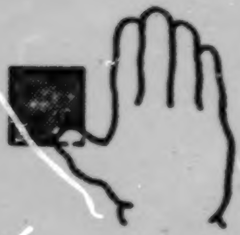
Trainer-model puts own hand over object, as shown, and grasps the object with both the fingers and the thumb. Then teaches the resident (using physical cues, as needed):

CUE WORDS: "Watch me. Put your hand on the ______ like I did." (Step IIA)
"Hold onto the ____ like I am." (Step IIB)
"Pick it up." (Step IIC)



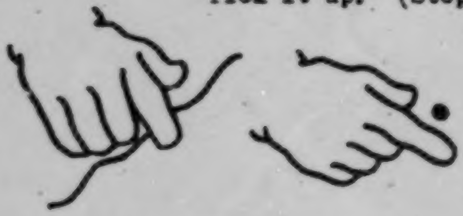
STEP III: GOAL: finger-tip grasping (full development of finger-thumb opposition which permits the resident to balance the object between the tips of the fingers and thumb. The surfaces of the object are now largely exposed and the resident is able to manipulate the object).

MATERIALS: cooked or hard peas, grapes, lumps of brown sugar, raisins, candy-coated cereal, etc.



Trainer-model puts his own fingers and thumb over the object, as shown, and pinches to hold it. Then teaches the resident (using physical cues, as needed):

CUE WORDS: "Watch me. Put your fingers and thumb on the _______ like I am." (Step IIIA)
"Pinch it." (Step IIIB)
"Pick it up." (Step IIIC)



MUSIC AND BASIC RHYTHMS
BEGINNING PACKAGE

SITTING DOWN

Materials needed:

1. Chairs
2. Record Player
3. Records - Marching Music

This may be a group activity but the ratio should be as close to 1:1 as possible.

STEP I

Place yourself in front of the child or behind him depending on how much support he needs. The child should be standing in front of his chair ready to sit down.

STEP II

Tell the child to sit down.
Cue words: 1. "Name, sit down"
Assist as necessary.
Reward for any attempt to sit down.

STEP III

Continue this as necessary, fading out assistance.

STEP IV

Start the music while the child is standing, let it play for a minute then stop.
Tell the child to sit down.
Cue words: 1. "Sit down"

STANDING UP

STEP I

Seat the child on a chair in front of you.
Tell the child to stand up.
Cue words: 1. "Stand up"
Give assistance as necessary:

1. Total support
2. Support with one hand.
3. Support with one finger.
4. Stand alone.

STEP II

Start the music and let it play for a minute then stop it and tell the child to stand up.
Cue words: 1. "Stand up"
Reward with social praise when he attempts to do it.

CLAPPING HANDS TO MUSIC

Materials needed:

1. Record player
2. Record of marching music or music with a good beat.
3. Assistant to handle the record player

Prepare the class area before gathering the children together. Arrange chairs for ambulatory children.

STEP I

Bring the children to the prepared area where there are few distractions. Seat children in a circle. If children are in a wheelchair, position them comfortably. Sit beside or behind the child depending on his attention span. (If no attention span, stand behind the child).
Tell the children:
Cue words: 1. "It's time for music"
Reward the child with praise and primary reward (if needed).

STEP II

The leader stands inside the circle and introduces the hand clapping motion (without music).
Cue words: 1. "Clap your hands like me."
Reward with praise and primary reward (if needed).
The leader will work around circle assisting each child if the child does not have someone working with him.

STEP III

Have all children clap hands together.
Cue words: 1. "Start"
Reward by using descriptive praise.

STEP IV

Next the children will learn to stop clapping when the leader says "Stop".
Cue words: 1. "Stop"
Use sign gesture for stop. (Palm open, hand up).
Assist children as necessary.
Reward when child stops.

STEP V

Assistant will start music.
Demonstrate clapping.
Cue words: 1. "Start"
Praise elaborately for any attempt to clap hands.

STEP VI

Assistant will stop music.
Leader will stop clapping and say:
Cue words: 1. "Stop" Use sign gesture for stop (hold hand out with palm toward child.)

STEP VII

When the children can follow the instructions of start and stop using the music, speed up the music to liven up the group.

STOP THIS ACTIVITY AT A PEAK SO THE CHILDREN WILL LOOK FORWARD TO THE NEXT SESSION.
REALLY GIVE A LOT OF PRAISE EVERY TIME THE CHILD ATTEMPTS TO FOLLOW A REQUEST.

MANIPULATION OF SCARVES

Materials needed:

1. Record player
2. Record of marching music.
3. A scarf for each child (several different textures could be used).

Prepare the class area before the children enter the room. Arrange chairs in a circle.

STEP I

Give each child a scarf to hold. Assist if necessary. No music at this time.
Tell the children to watch you.
Cue words: 1. "Watch me"
Move the scarf in an up and down motion.
Next tell the children to move their scarves like you.
Cue words: 1. "Watch me"
2. "Up and down"
The leader will work around circle assisting each child as needed.

STEP II

Start music.
Tell the children to move their scarves to the music.
Cue words: 1. "Up and down"
Leader will work around the circle assisting each child.

STEP III

Now the children will learn to stop when the music stops.
Assistant will stop the music.
Leader will say to the children stop.
Cue words: 1. "Stop" Use sign gesture for stop (palm open, facing out).

STEP IV

When the children are able to do the up and down motion well, go on to back and forth.
Give the children a scarf and say,
Cue words: 1. "Watch me"
Leader will move her scarf in a back and forth motion.
Tell the children.
Cue words: 1. "Watch me"
2. "Back and forth"
Leader will move around circle assisting each child as necessary.

STEP V

Start the music.
Tell the children to move their scarves to the music.
Cue words: 1. "Back and forth."

STEP VI

Assistant will stop the music.
Leader will tell the children to stop.
Cue words: 1. "Stop"

STEP VII

When the children are able to do the back and forth motion as the up and down motion, go on to the round and round.
Give the children a scarf and tell them,
Cue words: 1. "Watch me"
Leader will demonstrate the round and round motion with the scarf.
Cue words: 1. "Watch me"
2. "Round and round"

MANIPULATION AND CONSTRUCTION WITH PLAY DOH

Materials:

1. Record player
2. Record: "Nutcracker Suite" or soft music.
3. Play Doh
4. Table
5. Chairs
6. Cut out materials (cookie cutters)

Prepare class area before class; set up record player with record; arrange table and chairs or leave space for wheelchairs.

STEP I

Bring children to classroom area, seat comfortably around table; position wheelchair children comfortably. Make sure all children are sitting at a table of the correct height to allow easier arm movement.

STEP II

Start Record Player. Give each child a one inch ball of play doh.
Say,
Cue words: 1. "Watch me"
Leader will tap on the dough.
Say to the child,
Cue words: 1. "Name, tap the dough"
Assist each chlid as necessary.
Reward any attempt on the child's part to play. Use descriptive social praise. Example: "You're tapping the dough."
When the child responds well to this motion introduce the following in sequence.

2. Squeezing
3. Poking with finger
4. Pulling
5. Rolling in a ball
6. Pinching
7. Flattening
8. Making cut-outs with cookie cutters

Talk with child during each session. Say what motion you are using. Stop the activity at a peak to maintain interest.

How to treat undesirable behavior:
Use in this sequence:
1. Tell the child to stop.
2. Warn the child he will have to leave the room if he persists in this behavior.
3. Remove the child from the area for a period of 60 seconds (NO LONGER)! If behavior occurs again, repeat this procedure as many times as needed.

IF YOU'RE HAPPY AND YOU KNOW IT

Materials:
1. Record player
2. Record: If You're Happy

Prepare class area before children come to the area.
Set up record player and put record on ready to play.

STEP I

Have children sitting in a circle with leader in center.
Teach the children the clapping motion without the music.
Say,
Cue words: 1. "Clap your hands"

STEP II

Start record and sing along with it using the clapping motion. Assist the children.
Cue words: 1. "Clap your hands"
When they are able to do this, go on to Step III.

STEP III

Teach children the stamping motion (if unable to stamp feet, have them pat their knees with their hands.

STEP IV

Start music and have the children stamp their feet.
Cue words: 1. "Stamp your feet"

STEP V

Next teach the children to pat their cheeks.
Say,
Cue words: 1. "Pat your cheeks"

STEP VI

Start the music.
Tell the children to pat their cheeks to the music.
Cue words: 1. "Pat your cheeks"

STEP VII

Teach the children to shout Hooray and raise one arm.
Say,
Cue words: 1. "Shout hooray!"
2. "Raise one arm"

STEP VIII

Start the music.

Cue words: 1. "Shout hooray!"
2. "Raise your arm"

STEP IX

Review each step without music.

Start music and do all four.

Cue words: 1. "Do all four"

MAT SKILLS & ACTIVITIES I

CRAWLING: Ability to move forward on stomach using alternate hand and leg to propel self. Cue words:
1. "Lie down on your stomach."
2. "Bend your arms."
3. "Pull."

CREEPING: Ability to move forward while on hand and knees using alternate hand and leg to propel self.

Cue words:
1. "Get down on knees."
2. "Hands on the floor."
3. "Walk" or "Go".

LOG ROLL: Lie across end of mat, arms extended above the head. Roll to the end of the mat as rapidly as possible.

Cue words:
1. "Lie down on stomach."
2. "Arms straight."
3. "Head down."
4. "Legs straight."
5. "Roll."

ROCKING CHAIR: Partners sit facing each other, legs spread and knees straight. Partners place bottoms of feet together and grasp one another's hands. They then begin an alternate pulling back and forth.

Cue words:
1. "Sit down."
2. "Spread legs wide."
3. "Hang onto hands."
4. "Pull."

ROW THE BOAT: Sit on the mat with legs extended so that the heels are over the end of the mat. Hands on the mat behind the hips. Keeping the knees straight, and without using the legs, pull the body to the end of the mat with the arms and shoulders.

Cue words:
1. "Sit down."
2. "Legs straight."
3. "Hands on mat (behind hips)."
4. "Pull with your arms."

DOG RUN: Run on all four, keep the feet off to the side out of line of hands as dogs sometimes do.

Cue words:
1. "Stand up."
2. "Spread your legs."
3. "Bend over."
4. "Put your hands on the floor."
5. "Run."

WORM CRAWL: Lie on mat on stomach with legs extended, hands locked behind back, and toes over end of mat. Keeping hands locked in place behind back, and chest in contact with mat, move across the mat using the legs.

Cue words:
1. "Lie down on stomach."
2. "Hands behind your back."
3. "Bend your knee and push with your foot."

FROG HOP: Take deep knee squat position; place hands on floor in front of and closer together than the feet. Leap forward by pushing with the feet; land on the feet with balance maintained by placing hands on the floor in front of the feet. In this stunt most of the weight is always carried by the legs.

Cue words: 1. "Squat down."
2. "Hands on the mat."
3. "Hop" or "Jump".

CRAB WALK: From a seated position on the floor and with the hands back of the body, raise the seat from the floor and carry the weight on the hands and feet. In this position move forward feet leading and return head leading.

Cue words: 1. "Sit down."
2. "Bend knees."
3. "Hands on mat."
4. "Push up."
5. "Seat off mat."
6. "Walk."

BEAR WALK: Touch floor with both hands, keeping legs stiff; then move forward sliding legs along, making sure to keep head up.

Cue words: 1. "Stand up."
2. "Spread legs."
3. "Bend over."
4. "Put hands on floor."
5. "Legs straight."
6. "Head up."
7. "Walk."

SEAT WALK: Sit on the mat with legs extended so that heels are pointed toward end of mat. Hand resting on the knees. Keeping the knees straight, walk on buttocks to the end of the mat.

Cue words: 1. "Sit down."
2. "Legs straight."
3. "Hands on knees."
4. "Rock from side to side."
5. "Walk."

SEAL WALK: From a push up position, walk forward with hands, and drag the legs. The toes are pointed flat behind, and not curled.

Cue words: 1. "Lie on stomach."
2. "Push up on hands."
3. "Legs straight."
4. "Walk on hands."
5. "Drag your legs."

GAMES

Ring Around the Rosie

Players in a circle. When singing starts everyone circles around; when the song says, "We all fall down!", everyone falls to the floor. The last one down has to stand in the middle of the circle.
"Ring around the rosie, pocket full of posies"
"Ashes, ashes, we all fall down!"

Mulberry Bush

One child is chosen to be the Mulberry Bush. The others join hands and circle around him singing:
"Here we go round the Mulberry Bush, the Mulberry Bush,
the Mulberry Bush; Here we go round the Mulberry Bush,
so early in the morning."

1. This is the way we wash our face.
2. This is the way we wash our hands.
3. This is the way we brush our teeth.
4. This is the way we comb our hair.

Did You Ever See A Lassie

Players join hands to form a circle. One player is selected to stand in the center of the circle. As the singing starts, the players circle around the center player. When the song says, "Did you ever see a lassie go this way and that?", the player in the center performs a stunt or some action. The players in the circle stop circling and imitate this action. When the song is over, the center player selects someone to be in the center and the game is continued.
"Did you ever see a lassie, a lassie, a lassie?"
"Did you ever see a lassie, go this way and that?"
"Go this way and that way, go this way and that way?"
"Did you ever see a lassie go this way and that?"

Choo-Choo

Line the players up in a single line, one behind the other with their hands on the shoulders of the person in front of them. The leader will lead the line and be in front. The players will follow the leader and pretend they are a train. Let each child have a chance to be the engine. A bell or simple whistle chuld be used by the leader. A marching record could also be used.

Row, Row, Row Your Boat

Divide players into couples. The couples all sit on the floor. The two players face each other, soles of feet together, legs spread apart, holding hands. Move backward and forward to the rhythm of the tune:
"Row, row, row, your boat gently down the stream,
Merrily, merrily, merrily, merrily, life is but a dream."

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RACES AND RELAYS

Eskimo Race

The children form two lines. They race two by two on all fours to a goal and back to the starting place where they tag the next player to start.

Bean Bag Race

Equipment - 2 bean bags. Divide players into teams. Line the teams up single file. The first player in each line puts a bean bag on his head and races to see which one can reach the finish line. When each player gets to the finish line he takes the bean bag off his head and runs back to the next person in line, and he, in turn does the same thing. The first team finished wins. Variations: have players carry bean bag in their hands.

Carry and Fetch Relay

Teams are in two single file lines. The first player in each team has a bean bag. Upon the signal to start, he carries the bean bag and places it inside a circle drawn on the floor or ground just in front of his team and beyond the goal line.
He then runs back, and gives it to the third player. The third player takes it back to the circle, returns, and touches off the fourth player who runs to get the bean bag, etc. The team whose players have all run and are back in their original places first wins the relay.

FOLK DANCES

Bingo

1. A big black dog sat on the back porch and Bingo was his name. A big black dog sat on the back porch and Bingo was his name. B-I-N-G-O, B-I-N-G-O, B-I-N-G-O, and Bingo was his name.	1. Everyone walks clockwise around in a circle.
2. B-I-N-G-O	2. Everyone stops, and swings arms while spelling out Bingo.
3. Repeat entire dance.	

Pop Goes the Weasel

Formation: Children in a circle with hands joined.

1. Round and round the cobblers bench the monkey chased the weasel. In and out and round about.	1. Walk clockwise around in a circle for 12 counts.
2. Pop goes the weasel.	2. On "Pop" children jump towards center of circle. Variations: Clap, squat, etc.

Pop Goes the Weasel - cont.

3. Repeat entire dance.

4. A penny for a spool of thread
A penny for a needle
That's the way the money goes.
Pop goes the weasel.

Chimes of Dunkirk

Formation: Circle, children's hands are not joined.
1. Step - step - step (in place)
2. Clap - clap - clap
3. Around (full turn in place)
4. Walk

Shoemaker's Dance

Formation: Circle, children's hands are not joined.
1. Wind, and wind, and wind, and wind, (roll hands round and round)
2. Pull, pull (pull hands away as if pulling thread through a needle)
3. Tap, tap, tap (hit fist on palm as a hammer pounding nails)
4. Repeat 1 - 3
5. Walk

ACTION SONGS

If You're Happy and You Know It

1. If you're happy and you know it, clap your hands,
If you're happy and you know it, clap your hands,
If you're happy and you know it, then your face will surely show it.
If you're happy and you know it, clap your hands.
2. Stamp your feet.
3. Say Hooray!
4. Do all three.

The All Together Song (Tune - "The Bear Went Over The Mountain")

1. We'll all clap hands together,
We'll all clap hands together,
We'll all clap hands together,
And sing a merry song.
2. Swing arms
3. Mark time
4. Snap fingers
5. Wink eyes

I'm a Little Teapot

I'm a little teapot
Short and Stoit
Here is my handle
Here is my spout
When I get all steamed-up
Then I shcut!
Tip me over and pour me out!
Motions - (1) On handle place hand on hip; (2) On spout the other arm is held out and bent at the elbow; (3) On tip me over and pour me out - bend over to the side.

Where is Thumbkin?

Where is Thumbkin? Where is Thumbkin?
Here I am, here I am.
How are you this morning?
Very Well I thank you.
Run away, run away.

Where is Pointer?
Where is Tall Man?
Where is Ring Man?
Where is Pinky?
Where are all men?
Motions - (1) Both hands are behind back; (2) On Here I am the finger indicated is held up on both hands and hands have been brought out from behind the back; (3) On How are you this morning, one finger moves up and down as though talking to the finger on the other hand; (4) On Very Well I thank you the finger on the other hand answers back; (5) On Run away both hands return to behind the back.

This Old Man

This Old Man, he played one,
He played knick-knack on my thumb.
Knick-knack paddy-whack, give the dog a bone,
This Old Man came rolling home.

2. shoe
3. knee
4. floor
5. side
6. sticks
7. up in heaven
8. gate
9. spine
10. once again

BASIC MOTOR DEVELOPMENT III

Pulling Up To Furniture

Prerequisite: Independent trunk control and weight bearing.

Objective: Teach resident how to pull himself up to a standing position. Primary and social reinforcements used.

Materials used: Stool, small chair, coffee tables, etc.

STEP I

Model for resident what you want him to do by pulling yourself up using the table, etc. as a help.
Cue words: "Watch me get up"

STEP II

Put resident in position on knees and put his hands on the chair. Use physical cues putting his legs in desired positions, balanced on one knee and one foot.
Cue words: "Pull up with your arms, push up with your legs"

Alternate legs, practice with physical help in pulling up until child can pull up without help.

STEP III

Resident can stand by holding on to table or chair.

Cruising

STEP IV

Moving around the piece of furniture. Resident stands with both hands holding the furniture, encourage moving by modeling; moving around the table and holding table. Move resident's hands and one foot at a time in stepping and moving, use toy, etc. as physical cues. When resident is cruising slowly, encourage one hand holding by placing toy in other hand. Encourage independent standing by phasing out the furniture used for cruising.

STEP V

Independent standing.

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BASIC MOTOR DEVELOPMENT V

CHAIR SITTING

STEP I
Trainer holds resident and sits down on chair.
Cue words: "We are going to sit on the chair"

STEP II
Trainer models for resident by standing in front of him and sitting down on chair.
Cue words: "Watch me sit down"

STEP III
Stand resident in front of chair, have resident reach back for chair seat or arm rest with his hand. Gently push resident to sitting position (be sure chair dows not slide, place against wall).
Cue words: "Sit down"

STEP IV
Repeat until resident sits when given cue words and does not need physical prompts.

GETTIN UP FROM A CHAIR.

STEP I
Trainer sits on chair, holding resident on lap and then stands up.
Cue words: "We are going to stand up"

STEP II
Trainer models for resident by sitting on chair and standing up.
Cue words: "Watch me stand up"

STEP III
Resident sits on chair, bring resident to edge of chair so that his feet are flat on the floor. Take his hands and encourage him to stand up.
Cue words: "Stand up" Give extra help by putting your hands under his arm pits and lifting, if necessary.

STEP IV
Trainer stands in front of resident seated on chair, extend hands to him but do not take his hands, encourage him to stand. Let him take your hands if he want but gradually phase out physical cues until he will stand on verbal cues.
Cue words: "Stand up"

STEP VI
Have resident push himself to edge of chair by placing his hands on seat or arm rests and push himself to standing position.

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BASIC MOTOR DEVELOPMENT IV

INDEPENDENT AMBULATION

Prequisite: After resident has learned to cruise and stand up for 60 seconds or longer he may prove to be learning to walk. Primary and social reinforcements used.

Objective: Teach resident to walk independently.

STEP I

Trainer walking behind a chair and pushing it to show resident what he is expected to do. Use exaggerated leg movements to emphasize stepping motion.

Cue words: "Watch me walk"

Do this half a minute before starting each session

STEP II

Do Step 1, then stand resident behind chair with both hands on back of chair. Sit on chair facing resident holding his hands with your hands, slowly push chair back, encouraging resident to move his feet in steps. Sliding feet is all right, do not frustrate resident by insisting he pick up his feet at first. Assist him to move his feet if needed.

Cue words: "Now walk" Assist with feet if needed but phase out help.

STEP III

Repeat Steps 1 and 2 without your hands on his. Aide resident to slide chair back slowly.

Cue words: "Now walk" Assist with feet if needed but phase out help.

STEP IV

Do Step 1, stand resident behind chair, trainer stands behind another chair bsside resident. Encourage pushing and stepping by modeling.

Cue words: "Watch me, do as I do"

STEP V

Resident pushes chair and steps without trainer modeling for him.

Cue words: "Walk"

STEP VI

Introduce resident to holding trainer's hand while walking, then a broomstick, then soft restraint resident holds one end and trainer the other. Phase out help until resident is walking independently.

INDEPENDENT AMBULATION FOR RESIDENT WHO IS UNABLE TO GRASP THE BACK OF A CHAIR.

STEP I

Trainer stands back of resident.

1. Support under arms, firmly to give feeling of security.
2. Encourage resident to walk with verbal cues: "Now walk"
3. Physical cues: use your legs and feet to help him step.
4. Phase out physical cues with legs and feet but continue arm support.
5. Use a soft restraint around resident's waist holding it from a back position. Do not hold to resident's clothing, always use something else held firmly; towel or soft restraint. Continue using cue words: "Now walk."
6. Phase out amount of support given by loosening restraint around the waist then move your hands out gradually to holding the ends of the restraint.
7. Resident walks with ends of restraint dropped and trailing behind him.
8. Resident walks without restraint.

I. Pulling up to furniture.

A. Prerequisite - independent trunk control and weight bearing
Goal - to teach child how to pull himself up to a standing position. Primary and social reinforcements used.
√ Use stool, small chair, coffee tables, etc.

1. Model for child what you want him to do by pulling yourself up using the table, etc. as a help. "Watch me get up".

2. Put child in position on knees and put his hands on the chair. Use physical cues putting his legs in desired positions, balanced on one knee and one foot. "Pull up with your arms, push with your legs." Alternate legs, practice with physical help in pulling up until child can pull up without help.

3. Child can stand by holding on to table or chair.

II. Cruising.

4. Moving around the piece of furniture. Child stands with both hands holding the furniture, encourage moving by modeling - moving around the table and holding table. Move child's hands and one foot at a time in stepping and moving, use toy, etc. as physical cues. When child is cruising slowly, encourage one hand holding by placing toy in other hand. Encourage independent standing by phasing out the furniture used for cruising.

5. Independent standing.

(Written by Mrs. Chappell-PT)
April 1973
LMT:ds

After child has learned to cruise and stand for 60 seconds or longer he may prove to be learning to walk. Primary and social reinforcements used.

Goal - teach child to walk independently.

1. Trainer - model walking behind a chair and pushing it to show child what he is expected to do. Use exaggerated leg movements to emphasize stepping motion. Cue words - "Watch me walk." Do this half a minute before starting each session.

2. Do step 1, then stand child behind chair with both hands on back of chair. Sit on chair facing child, holding his hands with your hands, slowly push chair back encouraging child to move his feet in steps. Sliding feet is all right, do not frustrate child by insisting he pick up his feet at first. Assist him to move his feet if needed. Cue words - "Now walk". Phase out help with feet.

3. Do step 1, then step 2 without your hands on his. Aide to slide chair back slowly, cue words "Now walk". Assist with feet if needed but phase out help.

4. Do step 1, stand child behind chair, aide stands behind another chair beside child. Encourage pushing and stepping modeling. "Watch me, do as I do".

5. Child pushes chair and steps without aide modeling for him. Cue words - "Walk".

6. Introduce child to holding aide's hand walking, then a broom stick, then soft restraint --child holds one end and aide the other. Phase out help until child is walking independently.

(Written by Mrs. Chappell-PT)
April 1973
LMT:ds

Independent Ambulation for child who is unable to grasp the back of a chair.

1. Trainer stands back of child.

   a. Support under arms, firmly to give feeling of security.
   b. Encourage child to walk with verbal cues "Now walk."
   c. Physical cues - use your legs and feet to help him step.
   d. Phase out physical cues with legs and feet but continue arm support.
   e. Use a soft restraint around child's waist holding it from a back position. Do not hold to child's clothing, always use something else held firmly - towel, soft restraint. Continue cue words - "Now walk."
   f. Phase out amount of support given by loosening restraint around the waist - then move your hands out gradually to holding the ends of the restraint.
   g. Child walks with ends of restraint dropped and trailing behind him.
   h. Child walks without restraint.

(Written by Mrs. Chappell - PT)
April 1973
IMT:ds

Chair Sitting

I. Sitting down on chair.
   a. Aide holds child and sits down - "We are going to sit on the chair."
   b. Aide models for child by standing in front of him and sitting down on chair. "Watch me sit down".
   c. Stand child in front of chair, have child reach back for chair seat or arm rest with his hand. Gently push child to sitting position (be sure chair does not slide, place against wall) cue words "Sit down".
   c. Repeat until child sits when given cue words and does not need phycical prompts.

II. Getting up from a chair.
   a. Aide sits on chair, holding child on lap and then stands up - "We are going to stand up."
   b. Trainer models for child by sitting on chair and standing up - "Watch me stand up."
   c. Child sits on chair, bring child to edge of chair so that his feet are flat on the floor. Take his hands and encourage him to stand up. Cue words - "Stand up." Give extra help by putting your hands under child's arm pits and lifting, if necessary.
   d. Aide stands in front of child seated on chair, extend hands to him but do not take his hands, encourage him to stand. Let him take your hands if he wants but gradually phase out physical cues until he will stand on verbal cue - "Stand up."
   e. Have child push himself to edge of chair by placing his hands on seat or arm rests and push himself to standing position.

(Written by Mrs. Chappell-PT)
April 1973
IMT:ds

TOILET TRAINING - TRIP

MAXIMUM TIME ON TOILET AT ONE TIME: No more than 15 minutes.

SUGGESTED TIMES FOR TOILETING: Upon arising, after breakfast, mid-morning, after lunch, mid-afternoon, before supper, after supper, before bedtime and during the night if necessary.

Step I

The aide will take the child to the toilet, pull down his pants, sit him on the toilet and say:
Cue words: "Go potty"
Allow the child to sit there for a short time, gradually increasing the time until he has a chance to respond to your cue words but do not make him sit longer than he can tolerate, this may be more or less depending on the child but never exceed the 15 minute time limit. The aide then pulls up the child's pants and leads him away.

Step II

After the child has been conditioned to sitting on the toilet and usually responds by using it - add another step.
This will be teaching the child to pull up his pants. The aide will go through the toileting sequence, stand the child up and say:
Cue words: "Pull up your pants"

Step III

When he can accomplish the above steps teach him to stand up after he has used the toilet. (At this point the aide will do the necessary cleaning of the child).
When he is finished tell him:
Cue words: "Stand up"
"Pull up your pants"

Step IV

After the child is capable of doing the above steps, introduce another. This step will be to teach the child to sit down before using the toilet. Lead the child to the toilet and say:
Cue words: "Sit down"

Step V

Now you are ready to teach the child to push down his pants before using the toilet. Lead the child to the toilet and say:
Cue words: "Push down your pants"

Step VI

When the child has learned this, teach him to go to the toilet on command. Begin within a short distance of the toilet and say:
Cue words: "Go to the toilet."
Gradually increase the distance until he will go on command.

WORTH REMEMBERING: This may be a ward project between shifts so be sure you are all using consistent cues; use only cues given here.
Also the only way this is going to work is to make the child feel he is accomplishing something. You will have to reward with praise every attempt he makes to do as you ask. Even partial success is worth a lot of praise.

When the child has accomplished this procedure you may want to start on Independent Toileting Procedure.

INDEPENDENT TOILETING

When determining whether a child is ready for this skill you must know where he is functioning now.

Does he use the toilet when taken? Consistently?

Does he handle his own clothing?

If the answer is no to either of these questions he isn't ready for this skill, stay with the regular trip scheduling for awhile.

Step I

Use of toilet paper:

Begin by guiding the resident through this skill.

By using the trip schedule your resident has been on, introduce the use of toilet paper.

Tear off enough paper to clean the resident after he has had a bowel movement.

Place the paper in the resident's hand and hold your hand over his. Guide the resident to the area to be cleaned. Using a side to side motion give the resident as much assistance as needed.

Gradually fade assistance as the resident understands what he is to do.

Each time the resident uses the toilet for a bowel movement he should be given the opportunity to use toilet paper. This will mean you will have to be there to give the necessary assistance.

Girls should be given the opportunity to use toilet paper each time they use the toilet. Special attention should be given so as not to spread germs from the anal area to the vagina.

Tear off the paper and place it in her hand with your hand over hers. In cleaning the area use a blotting motion.

WHEN THE RESIDENT DOES THIS CONSISTENTLY WITHOUT ASSISTANCE GO ON TO NEXT STEP.

Step II

Now the resident should learn to tear off the right amount of paper from the roll and clean himself independently.

Hand the resident the roll of toilet paper and tell him:

Cue words: 1. "Unroll the paper."

2. "Tear it."

Give assistance in holding and tearing the paper at first then gradually fade out the assistance.

Step III

Next the resident should learn to flush the toilet after use. This should be easy to teach as this is usually considered "fun."

When the child has used the toilet and paper and pulled his clothes up take him by the hand and by holding your hand over his flush the toilet. Say to the resident:

Cue words: 1. "Flush the toilet."

Gradually fade out assistance until the resident is doing it on his own.

Step IV

Now you should introduce handwashing after using the toilet. When the resident has used the toilet lead him to the sink and say:

Cue words: 1. "Wash your hands."

The resident should know how to wash his hands, this is merely chaining the two skills together to form the entire sequence.

WHEN THE CHILD CONSISTENTLY WASHES HIS HANDS AFTER TOILETING GO ON TO THE NEXT STEP.

Step V

Now you are ready to begin teaching independence in toileting. When it is time for the resident to go to the toilet (by average trip schedule), take him to the bathroom door and say:

Cue words: 1. "Go to the toilet."

When the resident attempts to comply reward him enormously with praise.

If he does not respond move him closer and give the same cue again.

If necessary move closer but try to gain distance between the resident and the toilet.

Step VI

When the resident follows the cues consistently and will go from any place in the ward try to reduce the number of times a day you tell him to go.

THIS SKILL WILL TAKE A LONG TIME TO ACCOMPLISH SO RELAX, THE RESIDENT WILL LEARN FASTER IF NOT PRESSURED.

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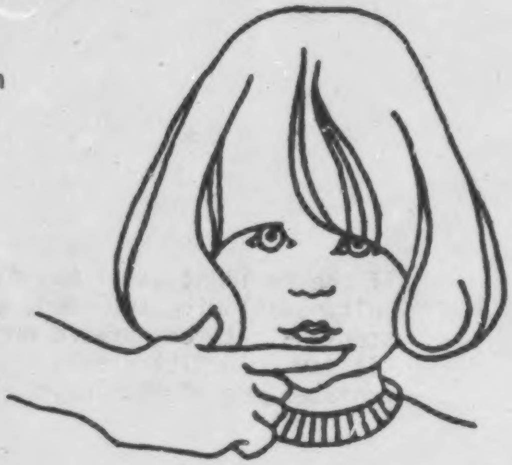
BASIC EATING SKILLS

Very important: choose a food that your resident will eat, preferably one that he likes well. It is a good idea to use a food with the consistency of applesauce. This will make it easier for your resident to get the food into his mouth without spilling.

STEP 1:
Teach the resident to open his mouth for the food-filled spoon.
CUE WORDS: "Open."

Touch both lips lightly with a food-filled spoon when the mouth should be opened. If the resident will not open his mouth when his lips are touched with the spoon, put light pressure on his chin just below the lower lip with your index finger.

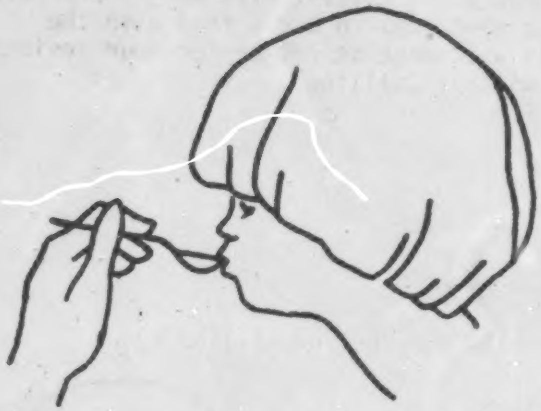


STEP 2:
Teach the resident to control his tongue.
CUE WORDS: "Taste."

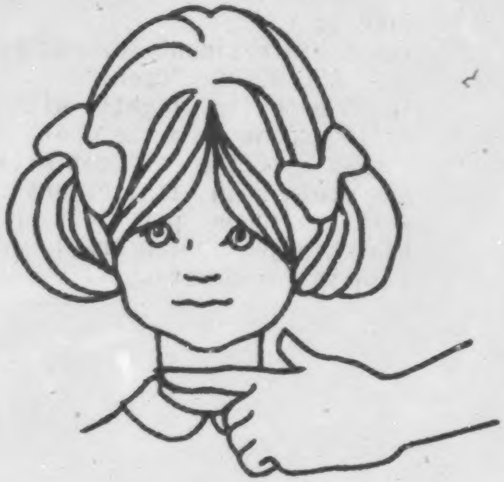
If the resident needs help learning to control his tongue, spoon food first into one side of the mouth, then into the other side. Putting food that he likes (or drops of honey or syrup) on his lips will promote tongue movement between the teeth. Ice cream cones are good motivation for licking.

STEP 3:
Teach the resident to swallow the food spooned into his mouth.
CUE WORDS: "Swallow."

Place the tip of the spoon no further into the mouth than the tip of the tongue. Try to keep the spoon tip IN FRONT of the teeth. Let the resident remove the food with his lips. If he has difficulty doing this, gently hold his lips closed with your thumb and index finger as the spoon is removed.



If the resident still has difficulty swallowing the food, gently stroke his throat upward under his jaw or GENTLY stroke the protuberance of the larynx.

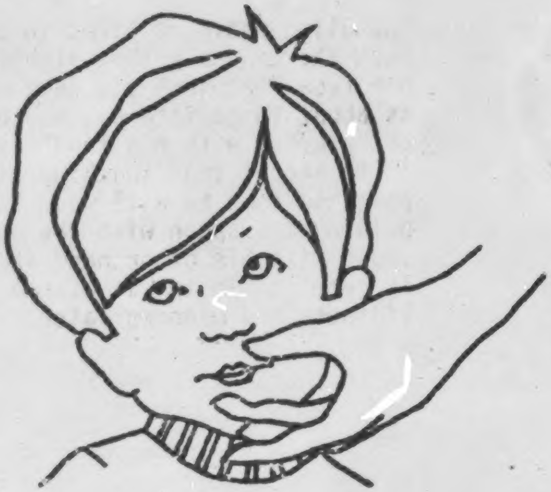


STEP 4:
Teach the resident to chew semi-solid and solid foods.
CUE WORDS: "Chew."

Begin by adding very small pieces of solid food, or a little of the commercially prepared Junior Foods, to whatever the resident usually eats. Increase the amount of solid or Junior Food as you decrease the amount of pureed food. For example: if the resident is being fed pureed vegetables begin by adding a small amount of Junior Food to his regular food. At later feedings, add more and more Junior Food until he is eating only Junior Food. Remember: keep the bite sizes SMALL.

STEP 5:
Teach the resident to close his mouth when he eats.

CUE WORDS: "Close your mouth."



As you remove the spoon from the resident's mouth, use your thumb and index finger to GENTLY close his lips. Keep the amount of food small: only enough to cover the tip of the spoon at first. This will make it easier for the resident to close his mouth with the food in it. Gradually increase the amount of food served on the spoon as you decrease the amount of physical assistance on his lips. If gently holding his lips together does not keep his mouth closed during chewing and swallowing, firmly close the jaw with a finger under his chin.

STEP 6:
Teach the resident to pick up his spoon.

CUE WORDS: "Pick up your spoon."

Guide the resident's hand to the spoon handle. Place your fingers over his. Wrap his fingers around the spoon handle. Let go so that he is grasping the spoon by himself.

If the resident is unable to grasp: there are many eating utensils adapted for residents who do not have the ability to grasp a spoon. Aim for a utensil that will allow the resident to feed himself as independently as possible. You may wish to try more than one device so that your final choice is best suited to the resident's individual needs. Try to teach the resident to pick up or put on his adapted spoon without assistance, if possible.

If the resident is blind: place the spoon down with enough noise that he can locate it. Guide his hand to the spoon and wrap his fingers around the handle, if necessary. Put the spoon down again so that he can again hear its location. If he doesn't reach for it, put it down again and immediately start moving his hand in that direction.

The blind resident lives in a world of touch: he uses his hands in much the same way that sighted people use their eyes. To restrict him from "helping" you feed him is to deprive him of knowing what is about to go into his mouth. He needs the experience of touching or "playing with his food" as he begins to learn. YOUR first step is to accept that touching his food may create a mess!! It is possible that he will want to touch his food with one hand while holding the spoon with the other. Let him push the food onto the spoon with his other hand if he wants, at first. The task here is getting him to eat with a spoon - you can teach the resident tidiness and manners later.

BEGINNING SELF-FEEDING

This procedure should be used with a small group or one child at a time.

Step I Positioning

The first step in teaching a child to feed himself is to be sure the child is seated comfortably in a chair that is appropriate for him. The child should be sitting flat on his bottom with his back supported by the back of his chair. If a saddle restraint is used it should be placed at hip or mid-line and not up under the child's underarms, this restricts movement of the arms and causes discomfort. It is a good idea for the child's feet to be supported also, this is especially important for the children with cerebral palsey, The child should have fairly good head control also or some device on his chair to help him gain head control. If the child has special problems you may want to obtain assistance in choosing a chair that would be appropriate for him. The table should be of the proper height for the child. A table too high or too low will only add more strain on the child who is trying to master a new difficult skill.

Step II Grasping a spoon

Teach the child to pick up his spoon. Give the cue words: "Pick up your spoon."

OR

Open the child's hand and place the spoon in his palm, gently curl his fingers around the spoon handle and say: "Hold the spoon."
It will probably be necessary to hold your hand over the child's hand in the beginning; after a while if the child still is not holding the spoon, try taping the spoon in his hand or use some holding device; large handle spoon, bicycle grip, etc.

Step III Use of spoon

Place the child's tray in front of him and tell him to dip his spoon. Hold your hand over the child's and dip the spoon into the tray. Give the cue words: "Dip." Try to remember if the child is really hungry he is going to become upset easily, if this could be practiced when he is not so hungry it might go better for you and the child.

Step IV

Guide the child's spoon to his mouth, release his hand and allow him to place the spoon in his mouth. Give the cue words: "Put the spoon in your mouth." This is going to take a while but you should follow a pattern such as:

1. Guiding the spoon all the way to his mouth.

2. Guide the child within 4 inches of his mouth and release it letting the child finish the task.
3. Guide the child within 8 inches of his mouth and release it.
4. Guide the child within 12 inches of his mouth and release it.
5. Allow the child to bring spoon from tray to his mouth independently.

Always be sure the child is moving hand to mouth and not mouth to hand (leaning into his tray.)

Step V

Now the first hurdle is over you will want to concentrate on teaching the child to independently dip the spoon and guide his hand to his mouth.

Example:
1. Begin by holding your hand over the child's hand.
2. Move to holding the child's wrist.
3. Hold the child's forearm.
4. Hold the child's elbow.
5. Lightly touch the child's upper arm.
6. Verbal cues of "Dip" and "Put the spoon in your mouth." ONLY

Step VI

Always remove the tray from child and preferably remove the child from the table immediately after eating. This will discourage the child playing in the tray or stealing food from the other children.

NOTE: If the child displays outbursts of temper or refuses to try to feed himself, remove the tray for a short time or turn the child around and ignore him for a period of 60 seconds (no longer). When the 60 seconds is over repeat the procedure again. Repeat as many times as necessary.

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Revised copy
5/10/73

DINING SKILLS

Step I

The child should learn to stand in line (if with a partner they should hold hands in the beginning).

Cues

1. "Stand in line"
2. "Hold your partner's hand"

Step II

Next the child should learn to walk to the dining room.

Cues:

1. "Walk to the dining room"
2. "Stay in line"
3. "Walk"

Step III

The child should learn to pick up his tray. Prigg #24 must learn to go through the slide and be served.

Cue:

1. "Pick up your tray"

Step IV

The child should learn their place at the table.

Cue:

1. "Take your tray to your table"

It will help the child learn if he sits in the same place at each meal.

Step V

The child should learn to set his tray down on the table, sit down and fold hands on the table.

Cue:

1. "Set your tray down"
2. "Sit down"
3. "Fold your hands on the table"

Step VI

The child should now learn to sit quietly until all children are at the table to wait for grace to be said.

Cue:

1. "Sit quietly"

Step VII

The child should learn to use the correct utensil to eat.

Cues:

1. "Pick up your spoon"
2. "Pick up your fork"

When the child is using the wrong utensil, remind him; physically assist if necessary.

Step VIII

The child should learn to keep other hand away from tray. No "pushing" with thumb.

Cues:

1. "Keep your hand out of your tray"
2. "Use your spoon (fork)"

Step IX

The child should learn to clean mouth with a napkin when necessary.

Cue:

1. "Wipe your mouth"

Step X

The child should learn to return his tray to the proper place.

Cue:

1. "Put your tray away"

Note for Prigg #24: The child must learn to scrape his tray and place tray and silverware in proper place. This can be learned easier if the aide demonstrates to the child.

Step XI

The child should learn to return to the table and sit quietly with hands folded until meal time is over.

Cues:

1. "Sit down"
2. "Fold your hands"

Step XII

The child should learn to stand, push in chair, line up and return to cottage (ward).

Cues:

1. "Stand up"
2. "Push your chair in"
3. "Line up"
4. "Walk to your ward (cottage)"

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FAIRVIEW HOSPITAL & TRAINING CENTER

DINING ROOM BEHAVIOR AND EATING SKILLS - UNIT III

Step 1

Teach the resident to pick up his tray and put it on the slide.

Cues:

1. "Pick up your tray"
2. "Put it on the slide"

Step 2

Teach the resident to pick up his solverware.

Cues:

1. "Pick up a knife"
2. "Pick up a fork"
3. "Pick up a spoon"
4. "Put them on your tray"

Step 3

Teach the resident to move down and pick up his plate and a vegetable if it is in a small dish.

Cues:

1. "Move down the slide"
2. "Pick up your plate"
3. "Put it on your tray"
4. "Pick up your vegetable"
5. "Put it on your tray"

Step 4

Teach the resident to again move down the slide and pick up his salad.

Cues:

1. "Move down the slide"
2. "Pick up your salad"
3. "Put it on your tray"

Step 5

Teach him again to move down the slide and pick up his dessert.

Cues:

1. "Move down the slide"
2. "Pick up your dessert"
3. "Put it on your tray"

Step 6

Teach the resident to pick up a glass and put it on the milk machine.

Cues:

1. "Pick up the glass"
2. "Put it on the milk machine"
3. "Push the button"
4. "Pick up your glass"
5. "Put it on your tray"
6. "Pick up your tray"
7. "Go to the table"

Step 7

Teach resident to put his tray on the table and then to sit down.

Cues:

1. "Put your tray on the table"
2. "Sit down"

Teach the resident to pick up the proper eating utensil and put his other hand in his lap. Make sure he is holding the eating utensil correctly. If the eating utensil is a fork or spoon, teach him to hold it between the thumb and middle finger with the index finger supporting.

Step 8

Teach the resident what foods he eats with a spoon. It is recommended that the resident be allowed to eat foods such as peas and jello, and other difficult types of food with a spoon. Be sure that the resident understands what foods he can eat with a spoon before going on to a fork.

Step 9

Teach by demonstrating to the resident what foods he can eat with a fork. Teach by demonstrating to the resident which ones you pierce with a fork and which ones you scoop with a fork.

Step 10

Once the resident has mastered using the fork and spoon correctly and is eating quite well, then you can introduce the knife and what it is used for. Teach the resident by demonstration how to hold the knife properly, for spreading. Teach him how to spread soft butter over the bread or pan cake or whatever. He should be taught to evenly distribute the butter over the bread. Once the resident has mastered the skill of spreading with a knife, he can now be taught how to cut with a knife.

Step 11

Using a knife and fork in cutting.
Teach the resident by demonstration how the fork is held for proper cutting. It should be held the same as a knife except the index finger is on the back of the fork. Demonstrate to the resident how to pick up the knife with the dominant hand. Teach him to pierce the food with a fork. Show him where he is to pierce the food. In other words, the portion of it closest to him - not in the middle of the food to be cut. The position of the knife should be in front of the backside of the fork with the knife blade down. Demonstrate a sawing motion to the resident when cutting. In other words, a sawing motion with the knife only. Teach him to keep the fork stationary. Teach him to cut bite-sized pieces. When the resident is first learning to cut food, use food that is easily cut; for example weiners, pancakes, bread, etc. Do not expect him to cut meat at first.

Step 12

Make sure the resident has a napkin and periodically through the course of the meal, remind him to use it. Also remind the resident to keep his face out of his tray. Teach him not to eat his food too fast. Put your hand on him and tell him to eat more slowly.

Food stealing - it has been recommended that in order to extinguish or eliminate this type of behavior - that rewarding a resident with more food if they do not steal would be very appropriate. If the resident does steal food, it has been recommended to take away the food and remove him from the table, for a period of two minutes. Then pull him up to the table and let him begin eating again. Continue doing this as long as he steals. Remember, if he finishes his meal without stealing - be sure and reward him with extra food.

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TABLE MANNERS (Fairview Dining Room)

This procedure will cover the appropriate use of a napkin, and the appropriate use of eating utensils. This procedure should be taught in a mock setting first; instead of trying to do it at the dining room.

Step I - Use of the napkin

1. Teach the resident how to take one napkin out of the holder.
2. Teach him to use one hand to support the napkin holder and the other hand to pull out one napkin.

Step II

1. Teach resident to unfold napkin and put it in his lap.

Step III

1. Remind resident to use napkin when necessary to wipe the mouth and hands.
2. Be sure to teach him that when a napkin is soiled; get a new one.

Step IV - Appropriate use of eating utensils

1. Teach resident to identify eating utensils and what foods are eaten with each one: For example:
   Spoon - soup, any liquids, cereal, pudding, ice cream, etc.
   Fork - meat, salads, eggs, vegetables, etc.
   Knife - cutting and spreading only.

Step V - Proper and practical use of eating utensils

1. Teach resident how to hold spoon correctly. Teach him to hold the spoon between the thumb and middel finger with the index finger supporting. Have resident practice using spoon eating some types of liquids.
2. Teach resident how to hold fork correctly (when eating). Same as a spoon. Teach resident how to pierce food when it is appropriate and how to scoop it when it is appropriate.

Step VI - Use of a knife (spreading)

1. Teach resident how to hold knife correctly.
2. Teach him how to spread soft butter on bread. He should be taught to evenly distribute the butter over the bread.

Step VII - Use of knife and fork (cutting)

1. Teach resident how fork is held for proper cutting. It should be held the same as the knife except the index finger is on the back of the fork.
2. Teach resident how to pick up knife with dominant hand
3. Teach him to pierce the food with the fork. Teach him where he is to pierce the food. In other words, the portion of it closest to him - not in the middle of the food to be cut.
4. The position of the knife - in front of the back side of the fork with the blade down.
5. The cutting motion to be used - teach the resident to use a sawing motion with the knife only.
6. Stress to him that the fork remains stationary.
7. Teach him to cut bite sized pieces.
8. When resident is first learning to cut food, use food that is easily cut. For example: Weiners, pancakes, bread. To not expect him to cut meat at first.

DRESSING SKILLS - PANTS, SHORTS, LONG PANTS
REVERSE CHAIN

Do not go on to a new step until the present step is learned.

This may be taught with the resident sitting, standing, or lying down.

STEP I

The trainer puts the resident's pants on and pulls them up to the hips. The resident pulls pants up to waist with thumbs inside waistband. It will be necessary to guide the resident through this step at first.
Cue words: 1. "Stand up" OPTIONAL
2. "Pull up your pants"
3. "Pull up your pants in back" OPTIONAL

STEP II

The trainer puts the pants on the resident and pulls them up to the knees. The resident pulls the pants up.
Cue words: 1. "Stand up" OPTIONAL
2. "Pull up your pants"
3. "Pull up your pants in back" OPTIONAL

STEP III

The trainer puts the pants on to the ankles, the resident pulls the pants up.
Cue words: 1. "Stand up" OPTIONAL
2. "Pull up your pants"
3. "Pull up your pants in back" OPTIONAL

STEP IV

The trainer puts one leg on pants on the resident. The resident completes the skill.
Cue words: 1. "Put your foot in your pants"
2. "Pull up your pants"
It may be necessary to assist the resident thrugh this step several times.

STEP V

The trainer hands the resident the pants. The resident puts both legs on and pulls up pants.
Cue words: 1. "Put your foot in the pants"
2. "Put the other foot in the pants"
3. "Pull up your pants"

STEP II

The resident picks up his pants, puts both legs on and pulls up his pants.
Cue words: 1. "Pick up your pants"
2. "Put your pants on"

DRESSING - SOCKS

This skill is taught by the use of reverse chain.

Step I

Put the child's socks on to just below the heel. Have him hold sides of sock, with thumbs inside.

Cue words: "Pull on your sock."

Step II

Put the child's sock on to just below the heel.

Cue words: "Pull on your sock."

Step III

Put the child's toes into opening of sock.

Cue words: "Pull on your sock."

Step IV

Teach the child to put thumbs inside the sock and place on foot. The aide will model this on the child's foot first.

Cue words: 1. "Put your thumbs in your sock."
2. "Pull on your sock."

If the child cannot understand this motion, put him on your lap or sit him between your legs so he may see more easily.

Step V

Give the socks to the child.

Cue words: "Put on your socks."

Step VI OPTIONAL STEP

Teach the child to unfold his socks.

Cue words: "Unfold your socks."

UNDRESSING - KNIT SHIRT OR DRESS

STEP I

The trainer pulls the shirt up, removes both sleeves.
The resident pulls the shirt over his head.
Cue words: 1. "Pull the shirt over your head"

STEP II

The trainer pulls the shirt up, removes one arm from sleeve.
The resident removes the other arm from sleeve and pulls it over his head.
Cue words: 1. "Pull the other sleeve off"
2. "Pull the shirt over your head"

STEP III

The trainer pulls the shirt up.
The resident removes both sleeves, pulls the shirt over his head.
Cue words: 1. "Pull the sleeve off"
2. "Now the other sleeve"
3. "Pull the shirt over your head"

STEP IV

The resident pulls the shirt up, removes both sleeves, pulls shirt over head.
Cue words: 1. "Take your shirt off"

UNDRESSING (SHOES)

STEP I

The trainer unties the shoes and loosens the laces.

The resident pulls the shoes off.
Cue words: 1. "Pull your shoes off"
2. "Now the other shoe"

STEP II

The trainer unties the shoe.

The resident loosens the laces (if possible) and takes the shoes off.
Cue words: 1. "Loosen the laces"
2. "Take off your shoes"

STEP III

The trainer unties the shoe (if possible), loosens the laces and takes the shoe off.
Cue words: 1. "Untie your shoes"
2. "Loosen the laces"
3. "Take your shoes off"

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12/17/73 TPC SS/ds

DRESSING - SOCKS
Reverse Chain

This skill is taught by the use of reverse chain.

STEP I

Put the resident's socks on to just below the heel. Have him hold sides of sock, with thumbs inside.
Cue words: 1. "Pull on your sock"

STEP II

Put the resident's sock on to just below the heel.
Cue words: 1. "Pull on your sock"

STEP III

Put the resident's toes into opening of sock.
Cue words: 1. "Pull on your sock"

STEP IV

Teach the resident to put thumbs inside the sock and place on foot. The aide will model this on the resident's foot first.
Cue words: 1. "Put your thumbs in your sock"
2. "Pull on your sock"

If the resident cannot understand this motion, put him on your lap or sit him between your legs so he may see more easily.

STEP V

Give the socks to the resident
Cue words: 1. "Put on your socks"

STEP VI OPTIONAL STEP

Teach the resident to unfold his socks.
Cue words: 1. "Unfold your socks"

DRESSING - KNIT SHIRT FOR HEMIPLEGIC CHILD

STEP I

The trainer teaches the child to pick up the shirt.
Cue words: 1. "Pick up the shirt"

STEP II

The trainer teaches the child to place the shirt on the affected arm and pull it all the way on.
Cue words: 1. "Put the shirt on your arm"
2. "Pull it all the way on"

STEP III

The trainer teaches the child to pull the shirt over his head.
Cue words: 1. "Pull the shirt over your head"

STEP IV

The trainer teaches the child to put the other sleeve on.
Cue words: 1. "Put your other arm in the sleeve"

STEP V

The trainer teaches the child to pull the shirt down.
Cue words: 1. "Pull down your shirt"

REVERSE CHAIN DRESSING BRA

This procedure is based on the reverse chain principle, this means you do not introduce a new step until the previous step has been learned.

STEP I

A. The trainer places the bra around resident with hooks in front, (right side out and straight), hooks bra, turns it around, places resident's arm through strap, pulls strap up onto shoulder and places resident's other arm through other strap.

B. Teach the resident to pull strap onto shoulder.
Cue words: 1. "Pull up your strap"

STEP II

A. The trainer places bra around resident with hooks in front, hooks bra, turns it around and places resident's one arm through strap and onto shoulder.

B. Teach the resident to place arm through strap and up onto shoulder.
Cue words: 1. "Put your arm through the hole"
2. "Pull up your strap"

STEP III

A. The trainer places the bra around resident with hooks in front, hooks bra and turns it around.

B. Teach the resident to place arms through straps and pull straps up into place.
Cue words: 1. "Put your arm through the hole"
2. "Pull up the strap"
3. "Now do the other side"
Repeat cues 1 and 2 if necessary.

STEP IV

A. The trainer places bra around resident with hooks in front and hooks bra.

B. The resident turns the bra around and pulls the straps up into place.
Cue words: 1. "Turn the bra around"
2. "Pull up your straps"

The resident will probably need your assistance to correctly place the cups of the bra. As she turns the bra she should actually be pulling it up and under the bust.

STEP V

A. The trainer places bra around resident correctly.

B. The resident hooks bra, turns it around pulling it up and puts straps up.
Cue words: 1. "Hook your bra"
2. "Turn your bra around"
3. "Pull up your straps"

STEP VI

A. The trainer talks the resident through the skill.
Cu Cue words: 1. "Put your bra around you"
2. "Put on your bra"

Be sure she has the bra right side out.

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LEARNING TO BUCKLE A BELT OR SHOES

It may be easier to teach this skill to the resident by using a buckle board. He will be better able to see what a buckle is and how it works. As he becomes more familiar with the buckle board you can introduce belt buckling on his own pants.

Steps for teaching to buckle a belt:

STEP I

Teach the resident to pick up the belt with his dominant hand and thread it through the belt loops, making sure it is right side up so he can buckle it correctly.
Cue words: 1. "Pick up the small end"
2. "Thread it through the loops"
You will have to model this for the resident so he will better understand.

STEP II

Now teach the resident to hold both ends of the belt, push the side with the punched holes through the head of the buckle. This can only be done by modeling. Be sure you stand behind the resident so you are working as it would be if her were doing it.
Cue words: 1. "Hold both ends"
2. "Put this side in the buckle"
3. "Now pull it through"

STEP III

Now we want to teach the resident to pull it snug and fasten it. Try to teach him to not pull it so tight that he will be cinched!!! It should only be snug.
Cue words: 1. "Pull it snug"
2. "Now buckle it"
Be sure the finished buckle is in the middle of the waistband.

Steps for teaching to buckle shoes:

Use Steps II and III making sure the shoes are comfortably snug.

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SS/ds TPC 2/11/75

DRESSING BUTTON SHIRT FOR HEMIPLEGIC CHILD

STEP I

The trainer teaches the child to pick up the shirt.
Cue words: 1. "Pick up the shirt"

STEP II

The trainer teaches the child to place the shirt on the affected arm and pull it all the way on.
Cue words: 1. "Put the shirt on your arm"
2. "Pull it all the way on"

STEP III

The trainer teaches the child to reach behind him with the other arm, put the other arm in the shirt and pull it up onto his shoulder.
Cue words: 1. "Reach back and put your other arm in the sleeve"

STEP IV

The trainer teaches the child to straighten the shirt, making sure the collar is straight and the facing of the shirt is turned inside.
Cue words: 1. "Straighten your shirt"
2. "Straighten your collar"

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3/18/74 TPC SS/ds

UNDRESSING - PANTS, SHORTS, LONG PANTS

STEP I

The resident will push his pants down, allow him to push them down as far as he is able to do.
The trainer will finish pulling the pants off.
Cue words: 1. "Push your pants down"

STEP II

The resident will push pants down as far as possible, remove one leg from pants.
The trainer will finish pulling pants off.
Cue words: 1. "Push your pants down"
2. "Take one leg out of your pants"

STEP III

The resident will push pants down and remove both legs.
Cue words: 1. "Push your pants down"
2. "Take one leg out of your pants"
3. "Now the other leg"

STEP IV

The resident will completely remove his pants. The trainer gives only verbal cues.
Cue words: 1. "Take your pants off"

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1/22/74 TPC SS/ds

DRESSING - KNIT SHIRT OR DRESS

STEP I

The trainer puts the shirt over the resident's head and pulls sleeves on one at a time.
The resident pulls the shirt down.
Cue words: 1. "Pull down your shirt"

STAY AT THIS STEP UNTIL THE RESIDENT CAN DO IT WELL. THEN GO ON TO NEXT STEP

STEP II

The trainer puts the shirt over the resident's head and on one arm.
The resident puts the other sleeve on and pulls the shirt down.
Cue words: 1. "Put your arm in the sleeve"
2. "Pull down your shirt"

STAY AT HHIS STEP UNTIL THE RESIDENT CAN DO IT WELL. THEN GO ON TO NEXT STEP

STEP III

The trainer pulls the shirt over the child's head.
The resident puts both sleeves on and pulls the shirt down.
Cue words: 1. "Put your arm in the sleeve"
2. "Now the other arm"
3. "Pull down your shirt"

STAY AT THIS STEP UNTIL THE RESIDENT CAN DO IT WELL. THEN GO ON TO NEXT STEP

STEP IV

The resident pulls the shirt over his head and puts both sleeves on and pulls the shirt.
Cue words: 1. "Pull the shirt over your head"
2. "Put your arm in the sleeve"
3. "Now the other arm"
4. "Pull down your shirt"

STAY AT THIS STEP UNTIL THE RESIDENT CAN DO IT WELL. THEN GO ON TO NEXT STEP

STEP V

The resident does the entire skill.
Cue words: 1. "Put your shirt on"

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DRESSING SHOES

The trainer checks the shoes to be sure they are untied.

STEP I

Have the resident sitting down. Place his right shoe to the outside of his right foot; left shoe to the outside of his left foot.
Tell the resident to pick up his right shoe, loosen the laces and pull the tongue up (if there is a tongue).

Cue words: 1. "Pick up your shoe"
2. "Loosen the laces"
3. "Pull up the tongue"

STEP II

Teach the resident to put his toe into the shoe. Assist as necessary.

Cue words: 1. "Put your shoe on"

STEP III

Teach the resident to push his foot into the shoe. If shoes are snug or hightopped you may have to help by holding onto the top of the shoe and pulling.

Cue words: 1. "Push"

STEP IV

Teach the resident to pick up his left shoe, loosen the laces and pull the tongue up (if there is a tongue).

Cue words: 1. "Pick up your shoe"
2. "Loosen the laces"
3. "Pull up the tongue"

STEP V

Teach the resident to put his toe into the shoe. Assist him as necessary.

Cue words: 1. "Put your shoe on"

STEP VI

Teach the resident to push his foot into the shoe. If shoes are snug or hightopped you may have to help by holding onto the top of the shoe and pulling.

Cue words: 1. "Push"

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DRESSING - BUTTON SHIRT
PUTTING ON

STEP I

Teach the resident to hold the shirt with one hand at the collar. The aide will model this before having the resident do it.

Cue words: 1. "Hold your shirt"

STEP II

Teach the resident to put one arm in the sleeve. You may have to give physical assistance at first but gradually fade this out.

Cue words: 1. "Put your arm in the sleeve"

STEP III

Next teach the resident to put the other arm in the sleeve. Here again you may have to give physical assistance, gradually fading this out.

Cue words: 1. "Put your other arm in the sleeve"

STEP IV

Now teach the resident to straighten the shirt by pulling it all the way on and straightening the collar, lapels, etc.

Cue words: 1. "Straighten your shirt"

FAIRVIEW HOSPITAL AND TRAINING CENTER
12/12/73 TPC SS/ds

ZIPPING

Use a zipping board to begin teaching this skill.

STEP I

The trainer pulls the zipper down. He then places one of the resident's hands on the material near the bottom and to the side of the zipper. He then places the resident's other hand on the fastener. He then tells the resident to pull the zipper up.

Cue words: 1. "Hang on tight" (to the material)
2. "Hold on to the fastener"
3. "Pull it up"
4. "Now lock it"

It will be necessary to guide the resident's hands at first. Gradually fade out the assistance given until the resident does it alone.

STEP II

The hand position is changed when the zipper is to be pulled down. The resident's hand is now placed on the material near the top and to the side of the zipper.

Cue words: 1. "Hang on tight"
2. "Hold on to the fastener"
3. "Now pull down"

The resident will learn more rapidly if you place your hands over the top of his and do the pulling up and down and changing of the hand positions with him. Remember the two hands are pulling in opposition.

STEP III

After the resident has mastered the zipping board go to the resident's own pants and have him do the zipping on them.

SHOE LACING

Use a training shoe in front of the child on a table facing him. A training shoe is either a wooden toy shoe which can be purchased or you may use on oversize shoe. The important thing to remember, be sure it is easy for the resident to handle the laces and the holes are large enough for him to lace with ease.

STEP I

A. Place the lace in the resident's hand.
B. Show him what hole to put it in.
C. Cover all the other holes so he can not miss.
D. Tell him and help him to pull the lace through the hole.
E. Have him drop that lace. Have him drop it back out of the way of next lace to be laced.
F. Hand him the other lace.
G. Repeat Steps
Cue words: 1. "Pick up the lace"
2. "Put it through the hole"
3. "Pull it all the way through"
4. "Now drop it"

When the resident is capable of lacing his shoe with only verbal cues and no assistance from you, go on to the next step.

STEP II

When the resident is able to lace the toy shoe in that position, turn it around as it would be if it were going on his foot.

STEP III

When the resident is capable of lacing the toy shoe in either position, go to the resident's own shoe facing him on the table.

STEP IV

The final step is to teach the child to lace his shoe on his foot.

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SHOE HOOKING

This procedure should be taught after shoe lacing has been learned and before teaching shoe tying.

STEP I

Teach the resident to pick up the laces, cross them and drop them.

Cue words: 1. "Pick up the laces"
2. "Cross them"
3. "Drop them"

STEP II

Next teach the resident to pick up the laces and push down. The laces should be close to the hooks.

Cue words: 1. "Pick up the laces"
2. "Push down"

STEP III

Now teach the resident to pull the laces up making sure to catch the hooks. Guide the resident through this step at first gradually fading the amount of assistance given.

Cue words: 1. "Pull the laces up"
2. "Under the hooks"

FAIRVIEW HOSPITAL AND TRAINING CENTER
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BUTTONING

Use a button board with LARGE buttons.

STEP I

Trainer puts buttons halfway through the buttonhole. Child is instructed to PULL the button through the hole.
Cue words: 1. "Pull it through the hole"
This step will need to be repeated many times before moving to Step II.

STEP II

Trainer holds the buttonhole open, so the button can be pushed through with ease. Trainer must also show child how to hold button on its side rather than flat, so that it will go through the hole.
The child is instructed to PUSH the button into the hole and PULL it through.
Cue words: 1. "Pick up the button"
2. "Push it in the hole"
3. "Pull it through the hole"
This step will also need to be repeated numerous times before moving to Step III.

STEP III

The child now puts the button through the hole without the trainer holding the buttonhole open.
Cue words: 1. "Button the button"

After the child has mastered buttoning on the board with oversized buttons, the next move is to smaller buttons, and then to buttons on a shirt or blouse.

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SNAPPING GRIPPER SNAPS

Equipment needed:
A snapping board or a shirt, coat or pants with a large gripper fastener.

STEP I
Seat the resident comfortably at a table.
Lay the snapping board or whatever is used, flat on the table in front of the resident.

STEP II
Teach the resident to line each gripper and snap together.
Now teach him to pick up the gripper, place it on top of the snap and push.
Cue words: 1. "Pick up the gripper"
2. "Lay it on the snap"
3. "Push"

STEP III
Next teach the resident to hold the material under the snap to push the two parts together.
Cue words: 1. "Hold the material"
2. "Pick up the gripper"
3. "Lay it on the snap"
4. "Push"

STEP IV
Next the resident should progress to snapping while he is wearing the article.
Be sure the pants are well fitting and that they do not require a great deal of pulling to meet in the center.
Cue words: 1. "Hold the material"
2. "Pick up the gripper"
3. "Lay it on the snap"
4. "Push"

FAIRVIEW HOSPITAL AND TRAINING CENTER
12/12/73 TPC SS/ds

SHOE TYING

Use a training shoe in front facing the resident or using the resident's own shoe whichever is easier for the resident.

STEP I

Teach the resident to pick up the laces and cross them. Do this with the resident the first few times, then let him do it.

Cue words: 1. "Pick up the laces"
2. "Cross them"
3. "Drop them"

DO NOT GO ON TO STEP II UNTIL STEP I HAS BEEN LEARNED!

STEP II

Trainer holds the laces at the cross point. The resident puts the lace through the hole and pulls tight.

Cue words: 1. "Pick up the lace and put it through the hole"
2. "Grab the lace and pull tight"

DO NOT GO ON TO STEP III UNTIL STEP II HAS BEEN LEARNED!

STEP III

The resident crosses the laces, holds them at the cross point, puts the lace through the hole, and pulls the laces tight.

Cue words: 1. "Pick up the laces"
2. "Cross them"
3. "Drop them"
4. "Hold at the cross point"
5. "Put the lace through the hole"
6. "Pull tight"

DO NOT GO ON TO STEP IV UNTIL STEPS I - III HAVE BEEN LEARNED!

STEP IV

The trainer makes 2 bows, crosses them, pushes one bow through the hole. The resident pulls the 2 bows tight.

Cue words: 1. "Pull the bows tight"

DO NOT GO ON TO STEP V UNTIL STEPS I-IV HAVE BEEN LEARNED!

STEP V

The trainer makes two bows and crosses them.
The resident pushes the bow through the hole and pulls the two bows tight.

Cue words: 1. "Push the bow through the hole"
2. "Pull the bows tight"

DO NOT GO TO STEP VI UNTIL STEPS I-V HAVE BEEN LEARNED!

STEP VI

The trainer makes both bows and crosses them.
The resident holds bows at the cross point, pushes the bow through the hole and pulls the two bows tight.

Cue words: 1. "Hold tight" (at the cross point)
2. "Push the bow through the hole"
3. "Pull the bows tight"

DO NOT GO TO STEP VII UNTIL STEPS I-VI HAVE BEEN LEARNED!

STEP VII

The trainer makes one bow.
The resident makes one bow and lays it on trainer's bow.
The trainer controls bows at the cross point.
The resident then holds at the cross point, pushes the bow through the hole and pulls the two bows tight.

Cue words: 1. "Make a bow"
2. "Lay your bow on mine"
3. "Hold tight" (at cross point)
4. "Push the bow through the hole"
5. "Pull the bows tight"

DO NOT GO TO STEP VIII UNTIL STEPS I-VII HAVE BEEN LEARNED!

STEP VIII

The trainer makes one bow.
The resident makes one bow.
The trainer then gives his bow to the resident.
The resident crosses the two bows, holds bows at cross point, pushes the bow through the hole and pulls the bows tight.

Cue words: 1. "Make a bow"
2. "Take my bow"
3. "Cross the bows"
4. "Change hands" (if necessary)
5. "Hold tight"
6. "Push the bow through the hole"
7. "Pull the bows tight"

DO NOT GO TO STEP IX UNTIL STEPS I-VIII HAVE BEEN LEARNED!

STPP IX

The trainer does nothing but talk the resident through the steps.
The resident makes both bows, crosses them, holds at the cross point, pushes the bow through the hole and pulls the bows tight.

Cue words: 1. "Make two bows"
2. "Cross them"
3. "Change hands" (if necessary)
4. "Hold tight"
5. "Push the bow through the hole"
6. "Pull the bows tight"

When the resident is able to tie the toy shoe, go on to his own shoe in the same position (facing him) and when able to do this have him do his own shoe on his foot.

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DRESSING SKILLS - BRA

STEP I

1. Teach resident to select a bra that is in good condition. EXAMPLE: Hooks and straps are in good shape.
2. Teach her also to select a bra that is the correct size. Bust size and cup size.
3. Teach her the difference between the inside and the outside of the bra.

STEP II

1. Have resident place bra around her back, with hooks in front, with the wrong side of the bra next to her body.
2. Now teach her to hook the bra in a comfortable position.
3. Then have her turn bra around.
4. Then have her put arms through straps.
5. Then teach her to adjust straps to a comfortable position.

FAIRVIEW HOSPITAL AND TRAINING CENTER
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ZIPPING A COAT

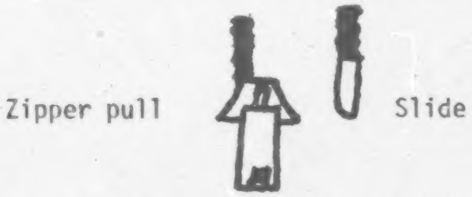
PREREQUISITE: The resident should have been taught the use of the zipper board or be able to zip a pant type zipper.

STEP I

Trainer will lay the coat flat on the table facing the resident as it would be if he were wearing it. Teach him to pick up the zipper slide and place it into the zipper pull. (Trainer will make sure the zipper is slid all the way down to prevent the zipper from pulling up improperly.)

Cue words: 1. "Pick up the slide"
2. "Put it into the zipper pull"

This may require a great deal of physical assistance from you at the beginning point but you should be able to gradually reduce the amount of assistance given. It might be helpful if you model for the resident before you start.



STEP II

Teach the resident to hold firmly to the other side and push down on the slide pushing ti all the way into the zipper pull.

Cue words: 1. "Hold tight"
2. "Push down"

This is a pulling in opposition so hold your hands over the resident's so he can feel this pulling motion. Gradually fade out your assistance.

STEP III

When the slide is in the zipper pull teach the resident to pull up on the zipper pull. He should be holding the other side of the coat as well as the zipper pull.

Cue words: 1. "Hold on"
2. "Pull up" or "Zip your coat"

STEP IV

When the resident can zip the coat zipper laying flat on the table, put his coat on and repeat the above cues until he is able to follow only the cue:

Cue words: 1. "Zip your coat"

HANDWASH I

This skill should be taught by using the modeling method, this means the trainer will do the activity and instruct the resident to do as they do.

STEP I

The resident should turn on the water and get his hands wet. Trainer will say, "Do as I do" and model the step before giving the cue words.
Cue words: 1. "Turn on the water, cold first then hot"
2. "Get your hands wet"
It may be a good idea to turn off the water at this point. It will distract the resident if left on. The trainer should turn off the water without saying anything.

STEP II

Now the resident should learn to pick up the soap, make a lather and put the soap back in the tray. Trainer will say, "Do as I do" and give the cue words while modeling each step.
Cue words: 1. "Pick up the soap"
2. "Make a lather"
3. "Put the soap back"

STEP III

Teach the resident to wash his hands. Trainer will say, "Do as I do" and model each step giving the cues.
Cue words: 1. "Wash the back of your hands"
2. "Wash the palms of your hands"
3. "Wash between your fingers"
If necessary have the resident wash his arms up to the elbow.
4. "Wash the top of your arms"
5. "Wash the bottom of your arms"
6. "Wash your elbows"

STEP IV

Again the resident should turn on the water and rinse his hands (and arms if necessary). Trainer will say, "Do as I do" and model eash step giving the cues.
Cue words: 1. "Turn on the water, cold first then hot"
2. "Rinse your hands"
3. "Rinse your arms" OPTIONAL
4. "Turn off the water, hot first then cold"

STEP V

Teach the resident to get a paper towel and dry his hands. Trainer will say, "Do as I do" and model the steps giving the cues.
Cue words: 1. "Get a paper towel"
2. "Dry your hands"
3. "Dry your arms" OPTIONAL

STEP VI

Teach the resident to put the paper towel in the wastebasket. Trainer will say, "Do as I do" and model the step.
Cue words: 1. "Throw the paper towel in the wastebasket"

HANDWASHING II

The trainer's responsibility is to be sure there are soap and paper towels before the resident begins to learn the skill. Also the trainer should turn the water on and regulate it, for the resident, if necessary, the resident may be given the opportunity if the trainer feels he is capable of learning.

STEP I
Teach the residnet to dampen his hands (and arms to the elbow - Optional).
Cue words: 1. "Get your arms wet (to the elbows)" Optional
2. "Get your hands wet"

STEP II
Teach the resident to soap his hands and make a lather.
It may be necessary in most cases for the trainer to demonstrate this step.
The trainer will pour the soap in the resident's hands.
Cue words: 1. "Make a lather"

STEP III
Teach resident to apply the lather to his arms (and elbows).
Cue words: 1. "Wash your arms"
2. "Wash the top of your arms"
3. "Wash the bottom of your arms"

STEP IV
Teach resident to soap his hands and now wash his hands.
Cue words: 1. "Wash your hands"
2. "Scrub the backs"
3. "Scrub the palms"
4. "Scrub in between your fingers"

STEP V
Stress that the resident should thoroughly rinse his hands (and arms).
Teach him to shake his hands over the sink to get rid of the excess water before he reaches for his towel.
Cue words: 1. "Rinse your hands (and arms)"
2. "Shake your hands over the sink"

STEP VI
Teach the resident to get a towel and dry his arms and hands thoroughly.
Be sure he understands that he may use more than one paper towel to dry with.
Cue words: 1. "Dry your hands (and arms)"
2. "Dry the tops and bottoms"
3. "Dry your elbows"

STEP VII
Teach him to throw the paper towels in the wastebasket.
Cue words: 1. "Put the paper towel in the wastebasket"

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HANDWASHING III

STEP I

Teach the resident to check and make sure there is soap and paper towels before he begins.

STEP II

Teach the resident to turn on the cold water first; then the hot water.
Cue words: 1. "Turn the water on: cold water first, now the hot water"

STEP III

Teach resident to dampen his hands (and arms to the elbows - Optional).
Cue words: 1. "Get your arms wet (to the elbows)"
2. "Get your hands wet"

STEP IV

Teach resident to apply soap to his hands and make a lather. It will be necessary in many cases for the trainer to demonstrate this Step.

STEP V OPTIONAL STEP

Teach resident to apply the lather to his arms and elbows.
Cue words: 1. "Wash your arms"
2. "The top of your arms"
3. "The bottom of your arms"
4. "Scrub your elbows"

STEP VI

Teach him to resoap his hands and now wash his hands.
Cue words: 1. "Wash your hands"
2. "Scrub the backs"
3. "Scrub the palms"
4. "Scrub in between each finger"

STEP VII

Teach him to thoroughly rinse his arms and hands. Teach him to shake his hands over the sink to get rid of excess water before he reaches for a towel. Turn water off - hot water first; then cold.
Cue words: 1. "Rinse your arms and hands"
2. "Shake your hands over sink"
3. "Turn off water, hot water first, then cold"

STEP VIII

Teach him to get a towel and dry his arms and hands thoroughly. Be sure he understands that he may use more than one paper towel to dry with.

STEP IX

Teach him to throw the paper towel(s) in the wastebasket.
The trainer should ask resident how many times he thinks he should wash his hands each day. If the resident doesn't have an accurate conception it would be wise for the trainer to stress some of the important times:

1. After going to the bathroom.
2. Before meals.
3. After meals, etc.

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FACE WASHING

This procedure will be taught by the modeling method. This means the trainer will do the activity and say, "Do as I do" and give the cues."

Materials needed: washcloth, soap, towel.

STEP I

The resident should learn to turn the water on. The trainer will say, "Do as I do" and model the activity for the resident."
Cue words: 1. "Turn on the water, cold first then hot"

STEP II

Next the resident should learn to get the washcloth wet. Trainer will say, "Do as I do and model for the resident.
Cue words: 1. "Get your washcloth wet"

It may be a good idea to turn off the water at this point, it probably will distract the resident so that it will be difficult to get him to follow the cues.

STEP III

Teach the resident to squeeze the water out. Trainer will say, "Do as I do" then model the step.
Cue words: 1. "Squeeze"

STEP IV

Now the resident will learn to put soap on the washcloth and return it to the tray. Trainer will say, "Do as I do" and model for the resident.
Cue words: 1. "Pick up the soap"
2. "Put soap on the washcloth"
3. "Put the soap back"

STEP V

Now the resident will begin washing his face, begin at the forehead and work down. Trainer will say, "Do as I do" and model for the resident.
Cue words: 1. "Wash your forehead"
2. "Wash your cheeks"
3. "Wash around your mouth"
4. "Wash your nose"

STEP VI

Teach the resident to again turn on the water and rinse the washcloth. Trainer model and say to the resident: "Do as I do".
Cue words: 1. "Turn on the water, cold first then hot"
2. "Rinse your washcloth"
Again turn off the water to prevent distracting the resident.

STEP VII

Teach the resident to squeeze the water out of the washcloth. Trainer model and say "Do as I do."

Cue words: 1. "Squeeze"

STEP VIII

Now the resident should learn to rinse his face. Trainer will model and say, "Do as I do."

Cue words:
1. "Rinse around your eyes"
2. "Rinse your forehead"
3. "Rinse your cheeks"
4. "Rinse around your mouth"
5. "Rinse your nose"

Repeat Steps VII and VIII until all the soap is removed from the resident's face.

STEP IX

Teach the resident to get a towel and dry his face. If a paper towel is used the resident should learn to throw the towel in the wastebasket. Trainer model and say, "Do as I do."

Cue words:
1. "Get a towel"
2. "Dry your face"
3. "Throw the towel in the wastebasket" OPTIONAL

TOOTHBRUSHING

EQUIPMENT NEEDED:
1. Toothbrush in good condition
2. Toothpaste
3. Paper towel
4. Paper cup
5. Mouthwash OPTIONAL

OBJECTIVE: When teaching the skill to the resident we want to maintain good oral hygiene as well as teach our resident independence in his daily living skills. In order to maintain good oral hygiene it may be a good idea to only teach the resident to brush one small area of his mouth until he learns to do it well. IF THIS IS THE CASE, THE TRAINER WILL BE RESPONSIBLE FOR BRUSHING THE REST OF HIS MOUTH. By doing this, we will be assured the resident is getting good oral hygiene while he is learning a new skill.

STEP I

The trainer should check the toothbrush to see if it is in good condition with no bristles missing. If the resident is capable of doing this he should be taught to check his own brush. Now the resident should learn to apply toothpaste to his brush. If the resident does not have his own toothpaste he should learn to apply the toothpaste to a piece of paper towel then apply it to the brush. (IF this is impractical the trainer will prepare the toothpaste on the paper towel before the training session). This will eliminate the chance of cross contamination.

Cue words: 1. "Check your brush" OPTIONAL
2. "Put toothpaste on your brush" OPTIONAL
3. "Put the cap back on the toothpaste" OPTIONAL

STEP II

Teach the resident to put the toothbrush to the outside back and brush the upper and lower teeth on one side of his mouth. Then have him repeat this on the other side of his mouth.

Cue words: 1. "Put the toothbrush to the back of your mouth"
2. "Now brush your teeth"
3. "Now do the other side"

Give the resident as much assistance as he needs at first, gradually fading it out. Teach the resident to clear his mouth if necessary.

4. "Spit"

STEP III

Next teach the resident to brush the insides of his back teeth, top and bottom.

Cue words: 1. "Put the toothbrush to the back of your mouth"
2. "Now brush your teeth"
3. "Now do the other side"

Again the resident should clear his mouth if needed.

4. "Spit"

STEP IV

Now teach the resident to brush the insides of the front teeth, top and bottom.

Cue words: 1. "Brush the inside of your top front teeth"
2. "Now brush the inside of your bottom teeth"

Again the resident may have to clear his mouth.

3. "Spit"

STEP V
Now the resident should brush the outside front top and bottom teeth.
Cue words: 1. "Brush your top front teeth"
To brush the bottom front teeth thoroughly you may have to teach the resident to pull his lower lip out so he is able to get the toothbrush down to the gum line.
1. "Pull your lower lip out"
3. "Brush your bottom front teeth"
Again you may have to give assistance gradually fading it out.
4. "Spit"

STEP VI
Teach the resident to get water and swish it around in his mouth then spit it out.
Cue words: 1. "Rinse your mouth"
2. "Spit"

STEP VII
Now the resident should learn to rinse his brush out with cold running water and return it to the proper place.
Cue words: 1. "Wash your toothbrush"
2. "Put your toothbrush away"

STEP VIII OPTIONAL
Teach the resident to pour one capful of mouthwash to one cup of water. He should learn to replace cap after pouring. Teach him to rinse his mouth as he did before with plain water.
Cue words: 1. "Pour your mouthwash"
2. "Rinse your mouth"

USE OF DEODORANT

PREREQUISITE: Knowledge of when the best time is to use deodorant: right after a shower.

EQUIPMENT: Deodorant

STEP I
Teach the resident how to hold the can correctly.
Point out the safety factor of not pointing it toward eyes.

STEP II
Teach him to hold the can about 6" from his underarm.

STEP III
Teach him how much spray is necessary. It should be a continuous spray to the count of two.

It may be necessary for the trainer to demonstrate on one of the resident's underarms and then have the resident try it on his other.

STEP IV
Teach resident to replace cap on can and return the deodorant to the proper place.

Cue words: 1. "Put the cap on the can"
2. "Return the deodorant to the proper place"

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USE OF SANITARY NAPKIN

EQUIPMENT: Belt, napkin, clean panties and three wash cloths assembled.

NOTE: In some cases Step II and III may be taught before Step I.

STEP I

Teach the resident to wash and dry well in the perineal area.

1. Teach resident to dampen one wash cloth in warm water, applying soap to wash cloth. (OPTIONAL)
2. Teach resident how to cleanse this area, assist as necessary.
3. Teach resident how to rinse this area with clear water and wash cloth. Be certain all the soap is removed as this may cause irritation.
4. Teach the resident to dry the area with a dry wash cloth.

STEP II The girl may be either standing or sitting.

Teach the resident how to attach sanitary napkin to sanitary belt, shield on bottom side.

1. Teach resident to fold overlapping end of sanitary napkin by folding both sides to center. Resident may twist at first, trainer will guide.
2. Teach resident to place folded end through top slot of belt.
3. Teach resident to put folded same end through bottom slot.
4. Teach resident to repeat same procedure on other end.

STEP III

Teach resident to put on assembled belt and sanitary napkin.

1. Teach resident the proper placement of sanitary napkin on body, assist as necessary.

STEP IV

Disposing of soiled napkins:

1. Teach resident to wrap soiled napkin in two paper towels and dispose of wrapped napkin in proper disposal container. Explain why not to put napkin in toilet.

STEP V OPTIONAL

Teach resident to wash soiled panties in cold water; rinse wash cloths if necessary and place in appropriate hampers.

STEP VI

Teach resident when to change sanitary napkin:

1. Teach resident to change napkins at least four times a day.
    a. When getting up in the morning
    b. Before or after lunch
    c. At mid-afternoon (before going to work or when returning)
    d. At bedtime

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SHAMPOOING

Prerequisite:

1. The hair must be brushed and combed thoroughly.
2. Must have all necessary equipment.
3. Must have a clean comb and brush.

Equipment:

1. Clean towel.
2. Shampoo
3. Clean comb and brush.

Teaching this skill, the use of the reverse chain method will be used. In other words, the aide will do everything in the skill except the last thing to be done. That is what the resident first learns to do.
Example: The last thing you normally do when you shampoo your hair is to dry it. This is the first thing the resident will learn.

STEP I

The aide:

1. Turns on the water and regulates the temperature (cold water first; then hot).
2. Dampens the resident's hair and applies the shampoo.
3. Lathers the resident's hair.
4. Washes the resident's hair.
5. Rinses the resident's hair.

The resident:

1. Learns to dry hair.
2. Put towel in dirty clothes hamper.

Cues:

1. "Dry your hair"
2. "Put your towel in the hamper"

STEP II

The aide:

1. Turns on the water and regulates the temperature (cold water first; then hot).
2. Dampens the resident's hair and applies the shampoo.
3. Lathers the resident's hair.
4. Washes the resident's hair.

The resident:

1. Learns to rinse hair thoroughly.
2. Dry hair with a towel.
3. Put towel in the soiled clothes hamper.

Cues:

1. "Rinse your hair"
2. "Dry your hair"
3. "Put towel in hamper"

STEP III

The aide:

1. Turns on water and regulates the temperature (cold water first; then hot).
2. Dampens the resident's hair and applies the shampoo.
3. Lathers the resident's hair.

The resident:

1. Learns to wash hair. She needs to learn to use fingertips and get the lather all over head beginning at the temples and moving up and then to the back and finally to the top of head.
2. Rinses hair.
3. Dries hair with a towel.
4. Puts the towel in the hamper.

Cues:

1. "Wash your hair"
2. "Use all your fingertips"
3. "Start here" (Place resident's fingertips at temples).
4. "Rinse your hair"
5. "Dry your hair"
6. "Put towel in hamper"

STEP IV

The aide:

1. Turns on the water and regulates the temperature (cold water first; then hot).
2. Dampens the resident's hair and applies the shampoo.

The resident:

1. Learns to lather hair.
2. Wash hair.
3. Rinse hair.
4. Dry hair.
5. Put the towel in the hamper.

Cues:

1. "Lather your hair"
2. "Wash your hair"
3. "Rinse your hair"
4. "Dry your hair"
5. "Put the towel in the hamper"

STEP V

The aide:

1. Turns on the water and regulates the temperature (cold water first; then hot).

The resident:

1. Learns to dampen hair and apply the shampoo. (At this point, she should be taught how much shampoo is necessary to get hair clean).
2. Lathers hair.
3. Washes hair.
4. Rinses hair.
5. Dries hair.
6. Puts towel in the hamper.

Cues:

1. "Get your hair wet"
2. "Pour shampoo in your hand"
3. "Lather your hair"
4. "Wash your hair"
5. "Rinse your hair"
6. "Dry your hair"
7. "Put towel in hamper"

STEP VI

The resident:

1. OPTIONAL Learns to turn on the water and regulate the temperature. Teach her to turn the cold on first; then the hot water, then to find the desired temperature of the water.
2. Dampens hair and applies the shampoo.
3. Lathers hair.
4. Washes hair thoroughly
5. Rinses hair.
6. Dries hair.
7. Puts the towel in the hamper.

Cues:

1. OPTIONAL "Turn on the water" (cold first, then hot)
2. "Get your hair wet"
3. "Pour shampoo in your hand"
4. "Lather your hair"
5. "Wash your hair"
6. "Rinse your hair"
7. "Dry your hair"
8. "Put the towel in the hamper"

CARE OF FINGERNAILS

EQUIPMENT: Brush, soap, clippers or scissors.

STEP I

Resident needs to know the proper handwashing procedure in order to wash his hands thoroughly.

Cue words: 1. "Wash your hands"

STEP II

Resident learns to trim fingers on hand he normally does not use. He should be taught to start with the thumb and begin clipping his fingernails at the side of the nail and working around to the other side. This will take about 3 cuts per nail.

Cue words:
1. "Start with your thumb"
2. "Clip the side first"
3. "Clip the top"
4. "Clip the other side"

STEP III

Resident learns to rewash his hands, using proper handwashing technique. It should be stressed that he use a brush on each of his individual fingers.

Cue words:
1. "Wash your hands"
2. "Scrub each finger with your brush"
3. "Dry your hands"

STEP IV

Resident learns to check his fingernails, and if there are any rough edges, he should now learn to use an emery board in order to smooth out the nails so there are not jagged edges.

DIABETICS SHOULD BE REFERRED TO THE TREATMENT CETNER FOR THIS INSTRUCTION

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CARE OF TOENAILS

The amount of supervision needed for this procedure will be left to the trainer's discretion.

EQUIPMENT: Clippers or scissors

STEP I

Resident:

1. Should learn to wash feet and scrub with a brush.
2. Dry the feet thoroughly, check his feet for sore toes and athelete's foot. Here he should be taught to look between the toes and under them.

Cue words: 1. "Wash your feet and scrub with a brush"
2. "Dry your feet"
3. "Look for sore toes"
4. "Look between your toes and under them"

STEP II

Resident whould be taught to start with the big toe. He should be taught that the cut is straight across the top of the nail. It would be best if the trainer demonstrated this on resident's one foot. Then have resident do the other foot.

STEP III

Resident should learn to rescrub his feet and make sure to pay certain attention to the dead skin around the toes. It is felt, that if he uses a brush it will eliminate this dead skin.

STEP IV

Reach resident to dry feet thoroughly!

*Residents with Diabetes should be referred the the Treatment Center for this instruction.

SHAVING (ELECTRIC RAZOR)

Prerequisite: Face should be clean and dry before starting procedure.

Equipment: electric razor in good repair, mirror, pre-shave lotion if available, aftershave lotion if available.

STEP I

1. Teach resident how to plug in razor. OPTIONAL
2. Teach resident how to turn razor on and off.
3. Teach resident how to hold razor.

STEP II

If pre-shave lotion is going to be used it should be applied now. The resident should be taught how much to use and where to apply it.

Teach resident how to begin shaving, begin with the chin, then under the nose, then on to the cheek area, the neck and finish with the other cheek area.

STEP III

Now teach him to check to make sure that he hasn't missed any area. Ways to have him check: have him look at his face in the mirror and also to feel his face with his hand to find if he has missed any areas. If he has missed any areas, have him repeat Step II. If the whole area is missed have him begin again with the chin area and continue in the systematic way Step II indicates. Cue words: 1. "Feel your face to see if it is smooth"

STEP IV

1. Have him wash his face thoroughly. OPTIONAL
2. Teach him to apply aftershave (if available). At this point, he should be taught how much aftershave is needed and where to apply it.
3. Teach him to put the cap back on the bottle.

STEP V

1. Teach the resident to unplug the razor. OPTIONAL
2. Teach him to clean the head thoroughly by using the razor brush.

If the resident is using a razor other than his own, the trainer will be responsible for cleaning it according to the nursing procedure manual.

3. Teach him to return the razor and cord to the appropriate place.

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MIRROR CHECK FOR GIRLS

Be sure the resident knows she is looking at herself in the mirror. Tell her, "This is how you look to me."

STEP I

Have the resident begin her check at her hair.
1. "Is your hair clean?"
2. "Does your hair need combed? "Or set?"

Go on to her face and neck.
3. "Is your face clean?"
4. "Did you brush your teeth?"
5. "Is your neck clean?"

STEP II

Have her look at her hands.
1. "Are your hands clean?"
2. "Do your fingernails need cleaning or cutting?"

STEP III

Now have her check her blouse or top.
1. "Does your shirt fit you?"
2. "Are there any buttons missing?"
3. "Are they buttoned?"
4. "Is your blouse tucked in?" (If applicable)

STEP IV

Now have her check her pants.
1. "Do your pants fit?"
2. "Are they long enough?" "Too long?"

STEP V Alternate Step For Dress

1. "Does your dress fit?"
2. "Is it the right length?"

STEP VI

Pantyhose, Socks and Shoes
1. "Do you have any runs in your pantyhose?" "Are they saggy?"
2. "Do your socks match?" "Do they have holes in them?"
3. "Are your shoes clean?" "Do they need repair?"

HAIR COMBING (BOYS)

EQUIPMENT: A clean comb (OPTIONAL: hair cream)

STEP I

Teach the boy the proper way to hold a comb.

STEP II

(OPTIONAL: Teach the boy to make sure that all his hair is dampened, not just on top. If the boy uses hair cream, teach him the correct amount to apply.)

STEP III

Teach him to comb all his hair on top forward from the crown, the sides down and the back straight down from the crown in back.

STEP IV

(OPTIONAL: If the resident has a part teach him to find where it should be.)

STEP V (OPTIONAL)

Teach him to comb his hair in the two directions from the part until smooth, next be sure his hair in back is combed down and the hair on the sides is combed.

REVERSE CHAIN SHOWER

STEP I

THE TRAINER: Turns on shower, gives washcloth to resident, puts him in the shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands, chest, underarms, stomach, back, groin area, legs, feet) rinses, wrings out the washcloth.

THE RESIDENT: Learns to get out of the shower and put his washcloth in proper container.

Cue words: 1. "Step out of the shower"
2. "Put the washcloth in the laundry bag"

STEP II

THE TRAINER: Turns on shower, gives washcloth to resident, puts him in the shower, gets him wet, wets the washcloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands, chest, underarms, stomach, back, groin area, legs, feet) rinses.

THE RESIDENT: Learns to squeeze water out of his washcloth, get out of shower, put his washcloth in proper container.

Cue words:1 1. "Squeeze the washcloth"
2. "Step out of the shower"
3. "Put the washcloth in the laundry bag"

STEP III

THE TRAINER: Turns on shower, gives washcloth to resident, puts him in the shower, gets him wet, wets the washcloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands, chest, underarms, stomach, back, groin area, legs, feet).

THE RESIDENT: Learns to rinse all over, wring out his washcloth, get out of the shower, and put his washcloth in proper container.

Cue words: 1. "Rinse your front"
2. "Turn around and rinse your back"
3. "Squeeze the washcloth"
4. "Step out of the shower"
5. "Put the washcloth in the laundry bag"

STEP IV

THE TRAINER: Turns on shower, gives washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands, chest, underarms, stomach, back, groin area and legs).

THE RESIDENT: Learns to wash his feet, rinse all over, wring out his washcloth, get out of shower, and put his washcloth in proper container.

Cue words:
1. "Sit down" OPTIONAL
2. "Wash your foot"
3. "Wash your other foot"
4. "Stand up" If "sit down" is used.
5. "Step under the water"
6. "Rinse your front"
7. "Turn around and rinse your back"
8. "Squeeze the washcloth"
9. "Step out of the shower"
10. "Put the washcloth in the laundry bag"

STEP V

THE TRAINER: Turns on shower, gives washcloth to resident, puts him in the shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands, chest, underarms, stomach, back, groin area).

THE RESIDENT: Learns to wash his legs, his feet, rinse all over, wring put his washcloth, get out of shower and puts his waschcloth in proper container.

Cue words:
1. "Sit down" OPTIONAL
2. "Wash your leg"
3. "Wash your other leg"
4. "Wash your foot"
5. "Wash your other foot"
6. "Stand up" If "sit down" is used.
7. "Rinse your front"
8. "Turn around and rinse your back"
9. "Squeeze the washcloth"
10. "Step out of the shower"
11. "Put the washcloth in the laundry bag"

STEP VI

THE TRAINER: Turns on shower, gives washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands, chest, underarms, stomach and back).

THE RESIDENT: Learns to wash his groin area (front and back), wash his legs, his feet, rinses all over, wrings out his washcloth, gets out of shower and put his washcloth in proper container.

Cue words: 1. "Wash between your legs"
2. "Wash your bottom"
3. "Sit down" OPTIONAL
4. "Wash your leg"
5. "Wash your other leg"
6. "Wash your foot"
7. "Wash your other foot"
8. "Stand up" if "Sit down" is used above.
9. "Rinse your front"
10. "Turn around and rinse your back"
11. "Squeeze the washcloth"
12. "Step out of the shower"
13. "Put the washcloth in the laundry bag"

STEP VII

THE TRAINER: Turns on the shower, gives washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, arms, hands).

THE RESIDENT: Learns to wash his chest, underarms, stomach, and back, groin area, legs, feet, nose, wring out his cloth, get out of shower and put his washcloth in proper container.

Cue words: 1. "Wash under your arm"
2. "Wash under your other arm"
3. "Wash between your legs"
4. "Wash your bottom"
5. "Sit down" OPTIONAL
6. "Wash your leg"
7. "Wash your other leg"
8. "Wash your foot"
9. "Wash your other foot"
10. "Stand up" if "sit down" is used.
11. "Rinse your front"
12. "Turn around and rinse your back"
13. "Squeeze the washcloth"
14. "Step out of the shower"
15. "Put washcloth in the laundry bag"

STEP VIII

THE TRAINER: Turns on the shower, gives washcloth to resident, puts him in the shower, gets him wet, wets the cloth and soaps it, washes the resident beginning with his head and working down (face, neck, arms, hands).

THE RESIDENT: Learns to wash his chest, underarms, stomach, back, groin area, legs, feet. Then to rinse his chest, underarms, back, groin area, legs, feet, wring out his cloth, get out of shower and put his washcloth in proper container.

Cue words:
1. "Wash your chest"
2. "Wash under your arm"
3. "Wash under your other arm"
4. "Wash your stomach"
5. "Wash between your legs"
6. "Wash your bottom"
7. "Sit down" OPTIONAL
8. "Wash your leg"
9. "Wash your other leg"
10. "Wash your foot"
11. "Wash your other foot"
12. "Stand up" if "sit down" is used.
13. "Rinse your front"
14. "Rurn around and rinse your back"
15. "Squeeze the washcloth"
16. "Step out of the shower"
17. "Put the washcloth in the laundry bag"

STEP IX

THE TRAINER: Turns on the shower, gives washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it, washes the resident, beginning with his head and working down (face, neck, rinse, resoap, lather, arms and shoulders).

THE RESIDENT: Learns to wash his arm, chest, underarms, stomach, back, groin area, legs and feet, wring cloth, get out of shower and put his washcloth in proper container.

Cue words:
1. "Wash one arm"
2. "Wash your chest"
3. "Wash under your arm"
4. "Wash under your other arm"
5. "Wash your stomach"
6. "Wash between your legs"
7. "Wash your bottom"
8. "Sit down" OPTIONAL
9. "Wash your leg"
10. "Wash your other leg"
11. "Wash your foot"
12. "Wash your other foot"
13. "Stand up"
14. "Step under water"
15. "Rinse your front"
16. "Turn around and rinse your back"
17. "Squeeze the washcloth"
18. "Step out of the shower"
19. "Put the washcloth in the laundry bag"

STEP X

THE TRAINER: Turns on the shower, gives washcltoh

STEP X

THE TRAINER: Turns on the shower, gives washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, one arm).

THE RESIDENT: Learns to wash other arm, hands, chest, underarms, stomach, wring out his cloth, get out of shower and put his washcloth in proper container.

Cue words:
1. "Wash your other arm - front and back"
2. "Wash your chest"
3. "Wash under your arm"
4. "Wash under your other arm"
5. "Wash your stomach"
6. "Wash between your legs"
7. "Wash your bottom"
8. "Wash your leg"
9. "Wash your other leg"
10. "Wash your foot"
11. "Wash your other foot"
12. "Rinse your front"
13. "Turn around - rinse your back"
14. "Squeeze the washcloth"
15. "Step out of the shower"
16. "Put the washcloth in the laundry bag"

STEP XI

THE TRAINER: Turns on the shower, gives the washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it and washes his face, neck,

THE RESIDENT: Learns to wash his arms, hands, then wash his chest, underarms, back, groin area, legs and feet, wring out his cloth, get out of shower and put his washcloth in proper container.

Cue words:
1. "Wash your hands"
2. "Wash your arm"
3. "Wash your other arm"
4. "Wash your chest"
5. "Wash under your arm"
6. "Wash under your other arm"
7. "Wash your stomach"
8. "Wash your bottom"
9. "Wash between your legs"
10. "Wash your leg"
11. "Wash your other leg"
12. "Wash your foot"
11. "Wash your other foot"
14. "Rinse your front"
15. "Turn around - rinse your back"
16. "Squeeze the washcloth"
17. "Step out of the shower"
18. "Put the washcloth in the laundry bag"

TUB BATHING II

EQUIPMENT NEEDED:
Towel
Washcloth
Soap
Shower cap
Bath brush
Cleaning cloth
Cleanser
Deodorant
Bath talc, splash cologne, etc.

STEP I

Resident:
1. Learns to bring equipment to the
2. Learns to close plug and turn on water (cold water first: then hot).
3. Learns to undress while tub is filling.
4. Puts on shower cap.
5. Learns to test water before stepping into tub.

Cue words: 1. "Close the plug"
2. "Turn on the water (cold water first; then hot)"
3. "Put your shower cap on" "Be certain all your hair is covered"
4. "Test the water"

STEP II

Resident should be taught to enter the tub carefully to avoid accidents. He should learn to wash his face, nose, neck and ears. He should pay particular attention to the hair line.

Cue words: 1. "Wash your face"
2. "Wash your nose"
3. "Wash your neck and ears"
4. "Wash around your hair line"
5. "Now rinse your face, nose, neck and ears"

Again he should resoap his washcloth, return the soap to the soapdish. Now he is ready to continue washing. The next part of his body to be washed is his shoulders, arms, underarms, chest, stomach and back.

Cue words: 1. "Wash your shoulders and arms"
2. "Wash your chest, underarms and elbows"
3. "Wet your bath brush and put on the soap"
4. "Wash your back"
5. "Now rinse"

Again he should resoap his washcloth and return the soap to the soapdish. Now he is ready to continue washing. Now he is to wash his legs, and groin area, front and back. Resident should be taught to raise right side of his body and then left side when washing groin area. A good deal of emphasis should be put on this area of bathing.

Cue words: 1. "Wash your legs"
2. "Wash the groin area, front and back" "Raise your right side, now the left side"
3. "Now rinse"

Now he should resoap his washcloth and return the soap to the soapdish. He now continues washing his feet, the bottoms, the tops and between the toes, his heels and rinse.

Cue words: 1. "Wash your feet, the bottoms, tops and between your toes"
2. "Wash your heels and ankles"
3. "Now rinse"

Now he should wring out his washcloth.

Cue words: 1. "Wring out your washcloth"

STEP III

Resident learns how to get out of tub in a manner to avoid accidents. Now he starts to dry himself. He should start from the top down. The areas he should pay particular attention to are: the underarms, the back, ears, groin area, and his feet. Next he applies deodorant and bath talc.

Cue words: 1. "Start with your face and work down"
2. "Dry your ears (inside and back)"
3. "Dry your underarms"
4. "Dry your back"
5. "Dry your groin area (front and back)"
6. "Dry your feet, especially between your toes"
7. "Put on your deodorant"
8. "Put on your bath talc"

Emphasize and give social rewards for cleanliness and nice smell, as many residents have never learned the importance of being clean and smelling nice.

After resident is dressed, he should use the cleanser and cloth to clean the bathtub. Stress that each resident should clean the tub after their use. The resident should pick up his soiled laundry and put it in the hamper.

Cue words: 1. "Pick up your laundry"
2. "Take them to the hamper"
3. "Put them in the correct hamper"

SHOWER

EQUIPMENT NEEDED:
1. Towel
2. Washcloth
3. Soap
4. Shampoo - Clean towel for hair - OPTIONAL
5. Clean clothing or robe

STEP I

Resident:
1. Learns to bring equipment to the shower room.
2. Learns to undress and deposit clothes in soiled clothes hamper unless he has undressed in the dorm.
3. Learns to enter the shower area in walk only.
4. Learns to turn on shower, cold water first then hot. (If facilities do not allow the resident to do this the trainer will turn the water on.)

Cue words: 1. "Turn the water on, cold first then hot"

STEP II OPTIONAL

If hair is to be washed in the shower this should be done first. The resident should apply the shampoo and wash his hair.

Cue words: 1. "Get your hair wet"
2. "Put shampoo on your hair" Trainer assist at first.
3. "Wash your hair" Trainer assist at first.
4. "Now rinse your hair"

STEP III

Now the resident is ready to begin washing. He should learn to get soap on the washcloth and wash his face, nose, neck and ears.

Cue words: 1. "Get wet"
2. "Get your washcloth wet"
3. "Soap your washcloth"
4. "Now wash your face, nose, neck and ears"
5. "Rinse your face, nose, neck and ears"

STEP IV

The resident should resoap his washcloth and wash his hands, arms, shoulders, underarms, stomach, back and legs.

Cue words: 1. "Soap your washcloth"
2. "Wash your hands"
3. "Wash your arms and shoulders"
4. "Wash your underarms and stomach"
5. "Wash your back"
6. "Wash your legs, front and back"

STEP V

Again he should resoap and wash between his legs, bottom and feet paying particular attention to between the toes.

Cue words: 1. "Resoap your washcloth"
2. "Wash between your legs"
3. "Wash your bottom"
4. "Wash your feet"
5. "Wash between your toes"

STEP VI

Now the resident should rinse his body thoroughly, wring out his washcloth and step out of the shower.

Cue words: 1. "Rinse"
2. "Wring out your washcloth"
3. "Step out of the shower"

STEP VII

Next he should turn off the shower hot water first then the cold. (If this is not possible, the trainer will turn off the water.)

Cue words: 1. "Turn off the water, hot first, then cold"

STEP VIII

Now the resident learns to dry himself thoroughly. He should start drying from the top down. The areas he should be especially aware of drying thoroughly are the head (especially behind the ears), the underarms, the back, the groin area and between the toes. He should learn to deposit his washcloth and towel in the hamper before dressing.

Cue words: 1. "Dry yourself thoroughly"
2. "Start with your head and work down"
3. "Dry behind your ears"
4. "Dry your underarms"
5. "Dry your back"
6. "Dry your legs and your bottom"
7. "Dry your feet - get between the toes"
8. "Put your towel and washcloth in the hamper"

STEP IX

Applying deodorant.

Resident should be familiar with the deodorant procedure; this is merely chaining the two skills together.

Cue words: 1. "Put your deodorant on"

REVERSE-CHAIN TOOTHBRUSHING

This skill is taught by the use of reverse chain, this means the last step of toothbrushing is taught first; the trainer does everything but the last step. That is what the resident first learns to do.

Example: The last thing you normally do when brushing your teeth is put the brush away. This is the first thing the resident will learn.

STEP I

The trainer:
1. Takes the toothbrush from the rack.
2. Puts toothpaste on the toothbrush.
3. Brushes the trainer's teeth.
4. Gives water to the resident (the resident will swallow it; allow this at this time).
5. Rinses the toothbrush under cold water.

The resident:
1. Returns the toothbrush to the rack.

Cue words: 1. "Put your toothbrush on the rack"

STEP II

The trainer:
1. Takes the toothbrush from the rack.
2. Puts toothpaste on the toothbrush.
3. Brushes teeth.
4. Gives water to the resident.

The resident:
1. Rinses the toothbrush.
2. Returns toothbrush to the rack.

Cue words: 1. "Rinse your toothbrush" (Assist the resident)
2. "Put your toothbrush on the rack"

STEP III

The trainer:
1. Takes the toothbrush from the rack.
2. Puts toothpaste on the toothbrush.
3. Brushes the resident's teeth.

The resident:
1. Takes water and holds it in his mouth, then spits it out.
2. Rinses toothbrush under cold water.
3. Returns the toothbrush to the rack.
   At this step the resident should learn to empty his mouth (spit).
   Stay at this step until he can do it.

Cue words: 1. "Put the water in your mouth"
2. "Hold it"
3. "Now spit"
4. "Rinse your toothbrush"
5. "Put your toothbrush back on the rack"

STEP IV

The trainer:
1. Takes the toothbrush from the rack.
2. Puts the toothpaste on the toothbrush.

The resident:
1. Brushes the teeth.
2. Rinses mouth.
3. Rinses his toothbrush.
4. Returns the toothbrush to the rack.

The resident should be taught to insert the toothbrush along cheek to back teeth. Now he should clamp his teeth together and then begin brushing from back to front using a scrubbing motion. He should be taught to work his way from one side, around front, continuing around to other side of mouth. Stress the importance of brushing every tooth. Repeat this procedure for the top teeth.

Cue words: 1. "Put the toothbrush in your mouth"
(Guide his hand and move toward back along cheek).
2. "Now close your teeth"
3. "Now brush" (Guide his hand).

Next the resident should brush the inside of the teeth using the same scrubbing motion, starting on the back, continuing around to the other side.

Cue words: 1. "Put your toothbrush on the inside of teeth"
(Guide the resident's hand to inside of teeth).
2. "Now brush"

Next the resident should brush the surfaces of the teeth using the same scrubbing motion.

Cue words: 1. "Brush your teeth"
(Guide the resident's hand using the scrubbing motion).
2. "Spit" (Give the resident a cup of water).
3. "Rinse your mouth"
4. "Rinse your toothbrush"
5. "Put your toothbrush on the rack"

STEP V

The trainer:
1. Takes the toothbrush from the rack.

The resident:
1. Applies toothpaste to the toothbrush.
2. Brushes his teeth.
3. Rinses his mouth.
4. Rinses the toothbrush.
5. Returns the toothbrush to the rack.

Cue words: 1. "Put the toothpaste on the brush"
2. "Brush your teeth"
3. "Rinse your mouth"
4. "Rinse your toothbrush"
5. "Put your toothbrush on the rack"

STEP VII

The resident:

1. Takes the toothbrush from the rack.
2. Applies toothpaste to the toothbrush.
3. Brushes his teeth.
4. Rinses his mouth.
5. Rinses his toothbrush.
6. Puts his toothbrush on the rack.

Cue words: 1. "Pick up your toothbrush" (Help him choose correct one)
2. "Put toothpaste on your toothbrush"
3. "Brush your teeth"
4. "Rinse your mouth"
5. "Rinse your toothbrush"
6. "Put your toothbrush on the rack"

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TOWEL DRYING AFTER BATH OR SHOWER

NOTE: This procedure is taught as a separate skill, not at the same time as bath or shower.

EQUIPMENT NEEDED: Clean towel.

STEP I
Teach the resident to pick up his towel.
Cue words: 1. "Pick up your towel"

STEP II
Teach the resident to dry his hair.
Cue words: 1. "Dry your hair"

STEP III
Teach the resident to dry his face and ears.
Cue words: 1. "Dry your face"
2. "Dry your ears"
3. "Dry your neck"

STEP IV
Teach the resident to dry his arms and shoulders and underarms.
Cue words: 1. "Dry your shoulder"
2. "Dry your arm"
3. "Dry under your arm"
4. "Dry your other shoulder"
5. "Dry your other arm"
6. "Dry under your other arm"

STEP V
Teach the resident to dry his chest and stomach.
Cue words: 1. "Dry your chest"
2. "Dry your stomach"

STEP VI
Teach the resident to dry his back
Trainer places towel around shoulders of resident: moves towel across back in a back and forth motion.
Cue words: 1. "Dry your back"

STEP VII
Teach the resident to dry his groin area.
Cue words: 1. "Dry your bottom"
2. "Dry between your legs"

STEP VIII
Teach the resident to dry his legs.
Cue words: 1. "Dry your leg, front and back"
2. "Dry your other leg, front and back"

STEP IX
Teach the resident to dry his feet. Have him sit on a bench or on the floor in order to dry his feet thoroughly.
Cue words: 1. "Dry your foot"
2. "Dry in between your toes"
3. "Dry your other foot"
4. "Dry between the toes"

4

STEP X

THE TRAINER: Turns on the shower, gives washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it, and washes the resident beginning with his head and working down (face, neck, one arm).

THE RESIDENT: Learns to wash other arm, hands, chest, underarms, stomach, wring out his cloth, get out of shower and put his washcloth in proper container.

Cue words:
1. "Wash your other arm - front and back"
2. "Wash your chest"
3. "Wash under your arm"
4. "Wash under your other arm"
5. "Wash your stomach"
6. "Wash between your legs"
7. "Wash your bottom"
8. "Wash your leg"
9. "Wash your other leg"
10. "Wash your foot"
11. "Wash your other foot"
12. "Rinse your front"
13. "Turn around - rinse your back"
14. "Squeeze the washcloth"
15. "Step out of the shower"
16. "Put the washcloth in the laundry bag"

STEP XI

THE TRAINER: Turns on the shower, gives the washcloth to resident, puts him in shower, gets him wet, wets the cloth and soaps it and washes his face, neck,

THE RESIDENT: Learns to wash his arms, hands, then wash his chest, underarms, back, groin area, legs and feet, wring out his cloth, get out of shower and put his washcloth in proper container.

Cue words:
1. "Wash your hands"
2. "Wash your arm"
3. "Wash your other arm"
4. "Wash your chest"
5. "Wash under your arm"
6. "Wash under your other arm"
7. "Wash your stomach"
8. "Wash your bottom"
9. "Wash between your legs"
10. "Wash your leg"
11. "Wash your other leg"
12. "Wash your foot"
13. "Wash your other foot"
14. "Rinse your front"
15. "Turn around - rinse your back"
16. "Squeeze the washcloth"
17. "Step out of the shower"
18. "Put the washcloth in the laundry bag"

STEP XII

THE TRAINER: Turns on the shower, gives the washcloth to resident, puts him in shower, gets him wet, wets the cloth, soaps it, and makes a lather.

THE RESIDENT: Learns to wash his face, ears, neck then to rinse. Resoap cloth, wash his arms, shoulders, and hands, then rinse, resoap and wash his chest, underarms, stomach, back, groin area, legs and feet. Then rinse, wring out his washcloth and put it in proper container.

Cue words:
1. "Wash your face"
2. "Wash your ears"
3. "Wash your neck"
4. "Wash your arm"
5. "Wash other arm"
6. "Wash your chest"
7. "Wash under your arm"
8. "Wash under other arm"
9. "Wash your stomach"
10. "Wash between your legs"
11. "Wash your bottom"
12. "Wash your leg"
13. "Wash your other leg"
14. "Wash your foot"
15. "Wash your other foot"
16. "Rinse your front"
17. "Turn around - rinse your back"
18. "Squeeze washcloth"
19. "Step out of shower"
20. "Put washcloth in laundry bag"

STEP XIII

THE TRAINER: Turns on the shower, gives the washcloth to resident, puts him in shower, gets him wet, wets the cloth.

THE RESIDENT: Learns to soap the cloth, wash his face, ears, neck, then rinse. Resoap cloth, make a lather, wash his arms, shoulders, and hands, then rinse. Resoap, wash his chest, underarms, stomach, back, groin area, legs and feet, then rinse. Wring out his washcloth and get out of the shower and put washcloth in proper container.

Cue words:
1. "Soap your washcloth"
2. "Wash your face"
3. "Wash your ears"
4. "Wash your neck - front and back"
5. "Turn around - rinse your back"
6. "Wash your arm"
7. "Wash other arm"
8. "Wash your hands"
9. "Wash your chest"
10. "Wash under your arm
11. "Wash under your other arm"
12. "Wash your stomach"

13. "Wash between your legs"
14. "Wash your bottom"
15. "Wash your leg"
16. "Wash your other leg"
17. "Wash your foot"
18. "Wash your other foot"
19. "Rinse your front"
20. "Turn around - rinse your back"
21. "Squeeze washcloth"
22. "Step out of shower"
23. "Put washcloth in laundry bag"

STEP XIV

THE TRAINER: Turns on the shower.

THE RESIDENT: Learns to get his washcloth, go into the shower, get wet, get his washcloth wet, soap his cloth, and bathe himself with the trainer giving verbal cues only.

Cue words: 1. "Pick up your washcloth"
2. "Step into the shower"
3. "Get your washcloth wet"
4. "Soap your washcloth"
5. "Wash your face"
6. "Wash your ears"
7. "Wash your neck"
8. "Wash your arm"
9. "Wash your other arm"
10. "Wash your hands"
11. "Wash your chest"
12. "Wash under your arm"
13. "Wash your stomach"
15. "Wash between your legs"
16. "Wash your bottom"
17. "Wash your leg"
18. "Wash your other leg"
19. "Wash your foot"
20. "Wash your other foot"
21. "Rinse your front"
22. "Turn around - rinse your back"
23. "Squeeze washcloth"
24. "Step out of shower"
25. "Put washcloth in laundry bag"

TUB BATHING I

NOTE: Shampooing is separate skill; do not teach the two skills at the same time.

When teaching this skill the trainer may have to physically guide the resident through the step. Do not go on to a new step until the previous step has been learned.

Equipment needed: towel, soap, washcloth and shampoo.

The trainer assembles the equipment: place soap and washcloth on tub ledge. Fill the tub with water.

STEP I
Teach the resident to get into the tub, assist if necessary.
Cue words: 1. "Get into the tub"
Allow the resident to do it alone if he is able otherwise assist as needed.

STEP II
Teach the resident to pick up the washcloth. Assist if necessary, if the resident is able to do it alone, allow him to.
Cue words: 1. "Pick up your washcloth"

STEP III
Teach the resident to get the washcloth wet.
Cue words: 1. "Get your washcloth wet"
If the resident is able to do it alone, allow him to do so.

STEP IV
Teach the resident to pick up the soap.
Cue words: 1. "Pick up the soap"
If the resident is able to do it alone, allow him to do so.

STEP V
Teach the resident to put soap on the washcloth.
Cue words: 1. "Put soap on the washcloth"
Give assistance as needed.

STEP VI
Teach the resident to wash his face, nose, neck and ears.
Cue words: 1. "Wash your face"
2. "Wash your nose"
3. "Wash your neck and ears"
Allow the child to do as much as possible.

STEP VII
Teach the resident to rinse his washcloth in the water.
Cue words: 1. "Rinse your washcloth"

STEP VIII
Teach the resident to rinse his face, nose, neck and ears.
Cue words: 1. "Rinse your face"
2. "Rinse your nose"
3. "Rinse your neck and ears"
Allow the resident to do as much as he can.

STEP IX

Now the resident must resoap his washcloth and wash his shoulders, arms, underarms, chest, stomach, elbows and back.

Cue words:
1. "Wash your shoulders and arms"
2. "Wash your chest, stomach, underarms and elbows"
3. "Wash your back"
4. "Now rinse"

STEP X

The resident must resoap the washcloth and wash his legs and groin area, front and back.

Cue words:
1. "Wash your legs"
2. "Wash your bottom and between your legs"
3. "Now rinse"

STEP XI

The resident must resoap the washcloth and wash his feet.

Cue words:
1. "Wash your feet"
2. "Wash in between your toes"

Give assistance as needed.

STEP XII

Teach the resident to wring out his washcloth and place on tub ledge, pull the plug and get out of the tub.

Demonstrate the wringing action.

Cue wrods:
1. "Wring out your washcloth"
2. "Pull the plug"
3. "Get out of the tub"

Allow the resident to do as much as possible.

STEP XIII

Have the resident pick up a towel, if necessary, hand him a towel and tell him to dry himself.

Cue words:
1. "Dry your face"
2. "Dry your ears"
3. "Dry your neck"
4. "Dry your arms and underarms"
5. "Dry your stomach"
6. "Dry your back"
7. "Dry your bottom and between your legs"
8. "Dry your legs and feet, between your toes"

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BEGINNING FACE WASHING

STEP I

Hand the washcloth to the resident and tell him to wash his face.

Cue words: "Wash your face"

STEP II

The trainer will take a washcloth from the pan, hand it to the resident tna tell him to wash around his eyes.

Cue words: "Wash around your eyes"

STEP III

Teach the resident to wash his nose.

Cue words: "Wash your nose"

STEP IV

Teach the resident to wash around his mouth.

Cue words: "Wash around your mouth"

STEP V

Teach the resident to wash his neck and ears.

Cue words: "Wash your neck and ears" Optional

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BEGINNING HAND WASHING

STEP I

The trainer will take a washcloth from the pan and hand it to the resident. Teach the resident to wash the backs of his hands.

Cue words: "Wash the backs of your hands"

STEP II

Teach the resident to wash the palms of his hands.

Cue words: "Wash the palms of your hands"

STEP III

Teaching the resident to wash ~~between~~ his fingers.

Cue words: "Wash between your fingers"

STEP IV

Hand the resident a washcloth and tell him to wash his hands.

Cue words: "Wash your hands"

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MIRROR CHECK FOR BOYS

Be sure the resident knows he is looking at himself in the mirror. Tell him, "This is how you look to me."

STEP I

Have the resident begin his check at his head.
1. "Is your hair clean?" "Do you need to comb it?" "Do you need a haircut?"
2. "Is your face clean?" "Do you need a shave?" "Do your teeth need brushed?" "Is your neck clean?"

STEP II

Have the resident look at his hands.
1. "Are your hands clean?"
2. "Do your fingernails need cleaning or cutting?"

STEP III

Now have the resident check his shirt.
1. "Does your shirt fit you?" "Is it clean?"
2. "Are there any buttons missing?"
3. "Are your buttons buttoned?"
4. "Is your shirt tucked in?" (This applies only if he is wearing a shirt that must be tucked in.)

STEP IV

Now have the resident check his pants.
1. "Are your pants clean?"
2. "Do they fit you?" "Are they too long or too short?"
3. "Is your zipper zipped?" or buttons buttoned.
4. "Does your belt fit you?"

STEP V

The resident should check his shoes and socks.
1. "Are your socks clean?" "Do they match?"
2. "Are your shoes clean?" "Polished?"
3. "Do your laces match?" "Are they tied?"

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HAIR BRUSHING (GIRLS)

PREREQUISITE: The girl should have her own brush and it should be clean.

STEP I

Teach the girl the proper way to hold her brush.

STEP II

Teach the girl to brush her hair from the front to the back and then from the sides to the back.

STEP III

Teach her to then brush her hair toward her eyes. Make sure she gets all the snarls and rats out of her hair, and then have her brush it back again.

STEP IV

Teach her to brush her hair back into the style it is worn.

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CLEANING OF COMB AND BRUSH

STEP I

1. Teach resident to use comb to clean hair out of brush.
2. Teach resident to put warm water in a container or sink, and add a small amount of soap.
3. Place comb and brush in the solution.
4. Swish the comb and brush around a few times in the solution, then let ti soak about 10 minutes.

STEP II

1. After the ten minutes, teach him to rinse his comb and brush in cold running water.
2. Teach him to dry his brush and comb with a paper towel.

STEP III

1. Teach resident that he should wash his comb and brush at least every time he shampoos his hair. He should be washing his hair while comb and brush is soaking.

SHOE CARE

EQUIPMENT:

1. Shoe polish (paste or liquid)
2. Applicator
3. Rags - one damp rag and newspaper
4. Shoe laces, if needed.

STEP I

Teach the resident to gather the necessary equipment.

STEP II

Teach the resident that he takes his shoes off to clean them.

STEP III

1. Teach the resident to spread newspapers on the table, then place shoes on table.
2. Have him remove shoe strings.
3. Teach him to take a damp rag and clean the dirt off his shoes.

STEP IV

Teach him to check shoes for repairs, and if new laces are needed.
Cue words: 1. "Check the soles"

STEP V

Teach resident to make sure he has right color of polish. Teach him how to apply polish. Teach him how much polish to use, how to hold the shoe, and where to apply the polish.

STEP VI

Teach resident to not shine a shoe until the polish is dry.

STEP VII

Teach him to shine the shoe.

STEP VIII

Teach him that now is the time the laces are put back in.

STEP IX

Teach resident to clean up his mess. Teach him to return polish to appropriate place, throw the newspapers in the garbage, throw all soiled rags in garbage.

CLOTHES SELECTION

COLOR:

Teach resident that black, brown, green and white are colors that any other colors go with. Teach resident to avoid colors that clash.

Undesirable combinations:

Teach residents that stripes and floral designs do not go together too well. Teach him that prints and prints do not go well together. Teach resident that girls scarves are not be be used for neckties, nor are they to be used for belts

Teach resident not to combine casual dress with formal dress.

For example: Jeans, sports shirt and necktie.

Appropriate dress for appropriate occasions:

Play: Cut-offs, T-shirts, older clothing, no dress shoes.

School and town: jeans in good repair and clean.
shirts - not just a T-shirt
wash and wear pants and shirts
no old sweat shirts

Appropriate shoes for time of year.

For girls: school and town - slacks, dresses, skirts, blouses, pants, appropriate shoes for the time of year.

Job interviews and dating:

Boys - ties, dress shirts, slacks, polished dress shoes, suit or sports jacket (optional).

Girls - nice dress, skirt, blouse, pantyhose, polished dress shoes, nice coat, no wind breakers or ski jackets.

SELECTION OF CLOTHING ON COTTAGE ACCORDING TO SIZE - Boys

Step 1

Begin with the shirt.

a. Measure the resident for size. (Small, medium or large).

b. Teach the resident what small, medium and large looks like, and then have him determine what size he wears by allowing him to try on one of each.

c. Always use a mirror. Introduce extra-large only if needed.

d. Teach the resident where in the garment to find his size.

Step 2

Slacks

a. Measure the resident's waist and inseam. Always use a mirror.

b. Teach the resident where his waist is. (Hipbone)

c. Teach resident what his numbers are. For example: 30-30 and how to recognize it.

d. Teach resident where his size is kept and where to look for the size numbers in the slacks.

e. Teach the resident to put on slacks and to check in the mirror.

Cues:
1. "Find your waist"
2. "Find the top of your pants"
3. "Do they match?" Yes or no.
4. "Find your ankles"
5. "Is your ankle covered?" Yes or no.

f. Teach resident that if the top of his pants is at the waistline and if his ankles are covered, then his pants are well-fitting.

Step 3

T-Shirts

a. Teach the resident to check to see what size undershirt he wears.

b. Teach him to find this out by trying on a small, medium or large size and ask him which size he wears.

c. Have him check in front of the mirror to determine what size fits him.

Over

Cues:

1. "Is it long enough?"
2. "Where are your shoulder seams?"
3. "Are they on your shoulders?"

Step 4

Briefs

a. Teach resident to check to see what size he wears by trying on the small, medium and large sizes.

b. Teach him to check in the mirror to see how they fit in the waist and legs and comfort.

Step 5

Socks

a. Teach the resident to measure the sock against his foot.

b. Show him where the heel of the sock should be and if he has enough room for his entire foot.

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SHAVING GIRLS LEGS

Equipment: electric razor.

STEP I

1. Teach the girl to look and see if her legs need to be shaved.
2. Teach her to plug the razor in.
3. Teach her how to turn the razor off and on.

STEP II

1. Teach the girl to find a comfortable position. Some find it more comfortable standing; others sitting.
2. Teach the girl to begin with her ankle and to work up to the knee, and then back down to the ankle. Continue all the way around the leg in this fashion.
3. Have her take special note of knee area and around the ankle area. In some cases the trainer will have to shave one of the girl's legs and have her do the other.

STEP III

Teach her to check her leg to make sure she has it completely shaved. Lotion may be applied now if desired.

STEP IV

1. Teach her to unplug the razor.
2. Clean the heads thoroughly.
3. Return the razor and cord to the appropriate place.

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UNDERARM SHAVING

STEP I
Teach the resident to get the needed items for shaving underarms:
a. Electric razor
b. Powder and puff
c. Two washcloths and a towel
d. Soap
e. Deodorant

STEP II
Teach the resident to wash her underarms with a soapy washcloth, rinse well and dry with a towel.

STEP III
Tecch the resident to use the powder on a puff to her underarms to help the razor glide over the freshly washed area.

STEP IV
Teach the resident to plug in her razor. Explain the need to be careful so as not to injure herself. Show her how to work the on and off switch. Show her how to hold the razor.

STEP V
Teach the resident by using a mirror to shave her underarms. Tell her to move the razor in an up and down motion across the underarm area until all the hair is removed. When one underarm is finished tell her to go on to the other arm. Explain to her that this should be done at least once a week and more often if needed.

STEP VI
Teach the resident to clean the razor by using a brush.

STEP VII
Teach the resident to use her deodorant after she has cleaned her razor. If she is bothered by the deodorant stinging, it may be applied before shaving, or she should choose a type of non-sting deodorant which may be purchased at any store or the canteen.

STEP VIII
Teach the resident to return the equipment to the proper place.

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HAIRSETTING

Prerequisite: Girl should be able to independently shampoo her hair. She should have a clean comb and brush, and the comb should be a rattail comb.

Equipment:
Rollers
Rattail comb and brush
Waveset.

In teaching this skill, the use of the reverse chain method will be used. In other words, the trainer will do everything in the skill, except the last thing to be done. That is what the resident learns first. Example: The last thing you do when setting your hair is fasten the roller. This is the thing the resident learns first. It is also deemed necessary that the girl begin learning to set someone else's hair, rather than her own.

STEP I

The trainer

1. Combs the hair forward from the crown.
2. Makes a straight part across from the crown down to the ears.
3. Applies the waveset, if desired.
4. Parts off the appropriate amount of hair and combs it straight up.
5. Gets the hair started on the roller.
6. Rolls the hair completely onto the roller.
7. Holds the roller in place.

The resident:

1. Learns to fasten the roller.
Cue words: "Fasten the roller"

STEP II

The trainer:

1. Combs the hair forward from the crown.
2. Makes a straight part across from the crown and down to the ears.
3. Applies the waveset.
4. Parts off the appropriate amount of hair and combs it straight up.
5. Gets the hair started on the roller.
6. Finishes rolling the hair onto the roller.

The resident:

1. Learns to hold the roller.
2. Fasten the roller.
Cue words: "Hold the roller"
"Fasten the roller"

STEP III

The trainer:

1. Combs the hair forward from the crown.
2. Makes the straight part across from the crown and down to the ears.
3. Applies the waveset, if desired.
4. Parts off the appropriate amount of hair and combs it straight up.
5. Gets the hair started on the roller.

The resident:

1. Learns to finish rolling the hair onto the roller.
2. Holds the roller.
3. Fastens the roller.

Cue words: 1. "Finish rolling hair"
2. "Hold the roller"
3. "Fasten the roller"

STEP IV

The trainer:

1. Combs the hair forward from the crown.
2. Makes a straight part across from the crown and down to the ears.
3. Applies the waveset.
4. Parts off the appropriate amount of hair and combs it straight up.

The resident:

1. Learns to get the hair started on the roller.
2. Finishes rolling the hair onto the roller.
3. Holds the roller.
4. Fastens the roller.

Cue words: 1. "Start the hair on the roller"
2. "Finish rolling hair"
3. "Hold the roller"
4. "Fasten the roller"

STEP V

The trainer:

1. Combs the hair forward from the crown.
2. Makes a straight part across from the crown down to the ears.
3. Applies the waveset.

The resident:

1. Learns to part off the appropriate amount of hair and comb it straight up.
2. Gets the hair started on the roller.
3. Finishes rolling the hair onto the roller.
4. Holds the roller.
5. Fastens the roller.

Cue words:
1. "Part off enough hair" (to roll)
2. "Comb it straight up"
3. "Start hair on roller"
4. "Finish rolling hair"
5. "Fasten the roller"

STEP VI

The trainer:

1. Combs the hair forward from the crown.
2. Applies the waveset.

The resident:

1. Learns to make part straight across the crown and down to the ears.
2. Parts the side.
3. Parts off appropriate amount of hair and combs it straight up.
4. Gets the hair started on the roller.
5. Finishes rolling hair on roller.
6. Holds the roller.
7. Fastens roller.

Cue words:
1. "Make the part across here (aide will indicate where part is to be made) and down to ears"
2. "Pin the hair back so you can keep the part straight"
3. "Now part the sides" (Trainer will indicate where parts are to be made)
4. "Part off enough hair to roll"
5. "Comb it straight up"
6. "Start hair on roller"
7. "Finish rolling hair"
8. "Hold the roller"
9. "Fasten the roller"

STEP VII

The trainer:

Combs the hair forward from the crown.

The resident:

1. Learns to apply appropriate amount of waveset.
2. Make a straight part across from the crown and down to the ears.
3. Learns to part the side.
4. Learns to part off appropriate amount of hair and comb it straight up.
5. Gets the hair started on the roller.
6. Finishes rolling the hair on the roller.
7. Holds the roller.
8. Fastens the roller.

Cue words:
1. "Comb your hair forward from here"
2. "Make the part across here" (aide indicates where part should be) "and down to ears"
3. "Pin the hair back"
4. "Now part the sides"
5. "Part off enough hair to roll"
6. "Comb it straight up"
7. "Start hair on roller"
8. "Finish rolling hair"
9. "Hold the roller"
10. "Fasten the roller"

STEP VIII

The resident"

1. Learns to comb the hair forward from the crown.
2. Apply the appropriate amount of waveset.
3. Make a straight part across from the crown and down to the ears.
4. Learns to part the sides.
5. Part off the appropriate amount of hair and comb it straight up.
6. Learns to get the hair started on the roller.
7. Finishes rolling the hair onto the roller.
8. Holds the roller.
9. Fastens the roller.

Cue words:
1. "Comb your hair forward from here" (Trainer indicates the crown area)
2. "Put the waveset on your hair"
3. "Make the part across here (crown area) and down to the ears"
4. "Pin the hair back"
5. "Now part the sides"
6. "Part off enough hair to roll"
7. "Comb it straight up"
8. "Start hair on roller"
9. "Finish rolling hair"
10. "Hold the roller"
11. "Fasten the roller"

USE OF HAIRSPRAY

Prerequisite: Resident must be able to style hair.

STEP I

1. Teach resident that hairspray is to be applied only after hair is combed or brushed into desired style.

STEP II

1. Teach the resident how to hold the can and press the button.
2. Stress the importance of not pointing can towards the eyes.

STEP III

1. Teach resident to hold can about 6 or 8 inches away from head.
2. Teach her to spray the top first, then the sides, then back and then the front.
3. Teach resident to protect her eyes when spraying the front with her free hand.

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USE OF COMMERCIAL WASHER AND DRYER AT LAUNDRAMAT

PREREQUISITE: Ability to distinguish coins; recognize a few words, IE: hot, cold, 10¢, etc. and be familiar with the Use of Washer Procedure.

STEP I

Teach the resident to sort his laundry as required in the clothes sorting procedure. This may be done before going to the laundramat.

STEP II

Teach the resident to determine how many machine loads he will have. Remember, teach the resident to not overcrowd the washer just as in the use of the washer procedure.

STEP III

Teach the resident to determine the amount of change needed to operate machines. If more change is needed, teach the resident how to get change from one of the money changer machines.

STEP IV

Teach the resident to select the correct water temperature. Teach him to use cold water as much as possible.

STEP V

Teach the resident to take the clothes to the washers, set them down and put the correct amount of money in the coin slots to start machines.

STEP VI

Teach the resident to put the clothes in the washer and close the lid.

STEP VII

Teach the resident to wait until the light goes out before opening the lid of the washer.

STEP VIII

Teach the resident by using the baskets provided by the laundramat to remove the clothing from the washer and wheel to the dryer, place in the dryer, shaking the articles loosely to untangle them.

STEP IX

Teach the resident to put the correct coin in the slot and turn the handle to start the machine.

STEP X

Teach the resident to check the clothing when the dryer stops to determine if it is dry. If not, the resident should learn to repeat the cycle again. If the clothing is dry, it should be removed from the dryer and folded to prevent excessive wrinkling. Again the resident may use the baskets on wheels provided by the laundramat.

NOTE: An important thing for the resident to learn when using the laundramat is to wait his turn and be polite to others using the facilities too. For example: he may wipe hp his spills, take care when pouring his detergent so as to not make a mess.

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FOLDING SHIRTS

STEP I

1. Teach the resident to lay the shirt on a flat surface (front side up).

STEP II

1. Teach the resident to fold the shirt in half length-wise by bringing one sleeve over to meet the other.

STEP III

1. Teach the resident to fold sleeves so that bottom of long sleeves meet the bottom of the shirt.

STEP IV

1. Teach the resident to fold shirt from bottom of shirt in half again.
2. Teach the resident to place folded shirt in clothing cupboard.

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FOLDING BRAS

STEP I
Teach the girl to check bras for needed repairs.

STEP II
Teach the girl to fold bra in half, placing one cup inside the other.

STEP III
Teach her next to fold it in half again, tucking straps inside.

STEP IV
Teach her to put folded bras in clothing cupboard.

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FOLDING DRESS SHIRTS

STEP I

1. Teach the resident to button all the buttons on the shirt.

STEP II

1. Teach the resident to lay the shirt down, sleeves out-stretched on a flat surface.

STEP III

1. Teach the resident to fold sleeve across shirt even with opposite side of shirt.

STEP IV

1. Teach the resident to bring sleeve back half way so cuff comes to edge of shirt.

STEP V

1. Teach the resident to repeat steps III and IV with other sleeve, or if needed the trainer may model the first sleeve and allow the resident to do second sleeve.

STEP VI

1. Teach the resident to fold both sides to meet center of shirt.

STEP VII

1. Teach the resident to fold tail of shirt half way towards neck of shirt.

STEP VIII

1. Teach the resident to fold again; finished folded shirt should have buttons down center.
2. Teach the resident to place folded shirt in clothing cupboard.

CLOTHES CHECK AND CLOSET CLEANING

STEP I

Teach the resident to sort clothing according to kind, example: all knit shirts together, all pants together, sweaters together, socks, underwear, etc.

STEP II

Teach the resident to check each article for needed repairs. Check points for all articles:

1. Be sure they are their own.
2. Be sure they are clean.
3. Check for ripped seams or tears.
4. Check zippers.
5. Check for missing or loose buttons.
6. Check buttonholes.
7. Check hems on shirts, blouses, skirts and dresses, also pant cuffs.
8. Check elastic on all underwear.
9. Check bra hooks and straps.
10. Check socks for holes.
11. Check pockets on trousers.
12. Check shoestrings.
13. Check shoe soles for holes and tops for worn spots.

STEP III

Teach the resident to place each folded article on a shelf in his closet, making sure he keeps each kind together.

STEP IV

Teach the resident to place all miscellaneous articles together on a shelf.

STEP V

Teach the resident to hang all dresses, skirts, shirts with buttons and pants with creases on hangers and hangers all hanging the same direction in the closet. Keep empty hangers at end of rack.

STEP VI

Teach the resident to place all shoes neatly together on the floor of the closet.

HANGING UP A COAT

STEP I

Have the resident remove his coat.
Cue words: 1. "Take off your coat"
2. "Hold your coat by the collar"
Trainer model.

STEP II

Have the resident pick up a hanger.
Cue words: 1. "Pick up a hanger"
Traner model to resident correct way to hold hanger (the top of hanger).

STEP III

Show the resident how to put the hanger in one sleeve of coat.
Cue words: 1. "Put the hanger in the sleeve"

STEP IV

Show the resident to hold coat and hanger in one hand.
Cue words: 1. "Hold your coat"

STEP V

Have the resident put the other side of coat onto hanger.
Cue words: 1. "Put the hanger in the other sleeve"

STEP VI

Show the resident how to hang coat on the rack.
Cue words: 1. "Hang up your coat"

FOLDING T-SHIRTS

STEP I

Teach resident to turn shirt right side out if necessary.

STEP II

Teach resident to lay shirt on the table front side down.

STEP III

Teach resident to fold bottom of shirt up to the top of shirt (folding shirt in half).

STEP IV

Teach resident to fold one side of shirt to middle.

STEP V

Teach resident to fold other side over to center, overlapping other side.

STEP VI

Teach resident to place folded shirt in clothing cupboard.

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FOLDING SHORTS OR PANTIES

STEP I
Teach resident to turn shorts (panties) right side out if necessary.

STEP II
Teach resident to lay shorts (panties) front side down on table.

STEP III
Teach resident to fold shorts (panties) bottom up to the waistband.

STEP IV
Teach resident to fold one side over to the middle.

STEP V
Teach resident to fold other side over to the middle overlapping one side.

STEP VI
Teach resident to place folded shorts (panties) in clothing cupboard.

FOLDING TROUSERS

FOR JEAN TYPE PANTS OMIT STEPS I AND II

STEP I

1. Teach the resident what a crease is and what a seam is.

STEP II

1. Teach the resident to identify the seams on each of the pant legs and put them together.
2. Now teach him to bring both legs together.
3. The trainer will model this for the resident to enable him to understand what he is to do.

STEP III

1. Teach the resident to lay pants on a flat surface, a table or bed, etc.

STEP IV

1. Teach the resident to fold the pants in half.
2. Now have him fold in half again.

STEP V

Teach the resident to place the folded pants in the clothing cupboard.

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FOLDING SLIPS

STEP I
Teach the resident to turn the slip right side out and lay flat on a surface front side up. Teach her to smooth the wrinkles out.

STEP II
Teach the resident to fold the bodice (just under the arm holes) toward hemline or lace.

STEP III
Teach the resident to fold one side toward center.

STEP IV
Teach the resident to fold the second side toward center overlapping the first fold.

STEP V
Teach resident to fold hem or lace of slip toward center approximately 1/3.

STEP VI
Teach the resident to fold top down overlapping bottom fold.

STEP VII
Teach the resident to place folded slip in clothing cupboard.

FOLDING SOCKS

sTEP I
Teach the resident to separate socks according to color.

STEP II
Teach resident to find pairs of socks from the different colors.

STEP III
Teach the resident to lay one sock flat on the table.

STEP IV
Teach resident to lay second sock on top of first sock matching the tops.

STEP V
Teach the resident to fold the tops down making a cuff.

STEP VI
Teach the resident to place folded socks in the clothing cupboard.

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PROPER USE OF HANGING OF CLOTHING
PANTS

STEP I

1. Teach resident what types of pants are to be hung, and what types are to be folded. For example: pants to be hung - slacks, suit pants, any pants with creases, capris, etc. Pants to be folded - jeans, cut offs, shorts.

STEP II

1. Teach the resident what a crease is and what a seam is.

STEP III

1. Teach the resident to identify the seams on each of the pant legs and put them together, now teach him to bring both legs together.
2. Trainer will most likely need to model this step.

STEP IV

1. Teach the resident to lay pants on a flat surface. For example: table, bed, ironing board, etc.
2. Now teach the resident to slide bottom of hanger under pant legs to the crotch.
3. Now have the resident pick up the hanger and place it on the rod.
4. The trainer will most likely need to model this step.

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HANGING SHIRTS OR BLOUSES

STEP I

Teach resident what types of shirts and blouses are to be hung, and which ones are to be folded. For example: shirts to be hung - buttoned shirts, buttoned blouses. Shirts to be folded - t-shirts, sweaters, knit shirts.

STEP II

Teach the resident to pick up the hanger and with the other hand pick up the shirt by the collar.

STEP III

1. Teach the resident to slide corner of the hanger through the neck to the sleeve of the shirt.
2. Teach him to hang onto the collar of the shirt and hanger with one hand. With the free hand, taach him to slip the other sleeve on the corner of the hanger.

STEP IV

Teach the resident to lay shirt on a flat surface. For example: bed, table, ironing board, etc. Teach him to button the top button, and then hang the hanger on the rod in the closet.

SORTING OF CLOTHING
(BEFORE WASHING)

STEP I

Teach the resident to gather up all of his soiled clothing.

STEP II

1. Teach him to separate clothing into separate colors - dark, light, and white.
2. White clothes should be sorted alone, pale colors (pastels) should be sorted and put together, dark colors can be put together (such as blues, blacks and greens).
3. Red alone.

STEP III

Resident should be taught that wool materials should not be washed in the machine. If washed, should be done by hand in lukewarm water and mild soap.

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USE OF WASHER II

STEP I

Teach the resident the proper sorting of clothing.

1. Whites sorted separately (example: cotton bras, anklets, panties, shorts, and T-shirts together).
2. Colored cottons together.
3. Colored nylons and wash and wear together.
4. Jeans and dark colored clothes together.
5. Check and empty pockets.

STEP II

Teach resident to check clothing for stains; if stained demonstrate soaking or rinsing with cold water before putting into washer.

STEP III

1. Teach the resident to open door of machine.
2. Teach resident to place the appropriate amount of sorted laundry in the washer. Explain the reasons for not overloading the machine.

STEP IV

1. Teach the resident the approximate amount of detergent to use in washer depending upon washer and type of detergent; 1/2 to 1 cup depending upon type of washer or detergent.
2. Explain to the resident the use of bleach. Teach him to use the correct amount, 1/2 to 1 cup; explain that bleach is not used for all laundry.

STEP V

Teach the resident to close the door of the washer and to select the proper water temperature. Explain the reasons for using hot, cold, and warm water to wash with.

STEP VI

Teach the resident to turn the washer on. Explain the different settings on the washer.

STEP VII

Teach the resident to not open the door of washer until the cycle has been completed.

STEP VIII

Teach the resident to wait until washer stops to remove clothing. Explain to the resident that an average washing cycle takes approximately 1/2 hour.

USE OF WASHER I

PREREQUISITE: Ability to sort clothing.

STEP I

Teach the resident to identify water temperature selector, start and stop dial.

STEP II

Teach the resident that white clothes are to be washed in hot water; all other clothing may be washed in warm or cold water. Teach resident that he bleaches white clothes only.

STEP III

Teach resident to place appropriate amount of clothing in the washing machine, stressing the importance of not overloading it.

STEP IV

Teach resident to put appropriate amount of soap in the machine - one cup per load. Teach him to close the lid of the machine.

STEP V

Teach resident now to make sure the water temperature is correct. Teach him to turn the dial to fill or start. Teach resident that if washing machine is a front loader, it should never be opened when running.

STEP VI

If bleach is to be used, teach the resident that it should be put in after the washer is filled with water. One cup of bleach to a load of white clothes.

STEP VII

Teach resident not to remove clothing until the washer has run the full cycle and the dial is on "off".

USE OF DRYER II

STEP I
Teach the resident to check and clean the lint trap before putting a load of wash in the dryer. Explain to resident that doing this will keep the machine running in better condition longer.

STEP II
Teach the resident how to open the dryer before unloading the washer.

STEP III
Teach the resident why to dry only one load at a time, explain that putting more than one load in may cause damage to the dryer. Show the resident how to load the dryer then allow him to do it. Explain that the door of dryer must be closed before turning on the machine.

STEP IV
Teach the resident how to operate the dryer by:

1. Selecting the proper temperature, explaining reasons for different temp.
2. Seclecting the proper length of time for the load, explaining the different settings for various types of clothing.

STEP V
Teach the resident to wait until dryer has stopped before opening the door of the dryer. Teach the resident to feel the clothes to see if they are dry (if they are not dry explain to the resident he must reset the control and let it run through another cycle). If clothing is dry, remove it from dryer and fold.

STEP VI
Teach the resident to again check and clean the lint trap.

USE OF THE DRYER I

STEP I

Teach the resident to recognize and identify all buttons and knobs on the dryer. Explain to him what regular, heavy, wash & wear, and delicate mean, and what types of clothing are dried on each selection.

STEP II

Teach the resident not to dry clothing that has not completed the entire washing cycle.

STEP III

Teach the resident to separate the wet clothing before putting it into the dryer.

STEP IV

Teach the resident to close the door and push the appropriate selector button (regular, heavy, wash & wear, delicate) and turn the timer on to the appropriate setting. Teach resident that for the following loads what the approximate length of time should be: Example:

heavy load -	approximately	60 minutes
regular -	"	40 minutes
wash & wear -	"	30 minutes
delicate -	"	30 minutes

STEP V

Teach the resident to check the time that he should be down to get his clothes and be there when his time has expired. Teach him to empty the lint trap and immediately take care of clean clothes.

SEWING ON BUTTONS

EQUIPMENT: Big-eyed needle, thread, button and garment.

STEP I

1. Teach resident how to select the appropriate color of thread.
2. Teach him to select appropriate button size and color.
3. Teach him the right and wrong side of button.

STEP II

Teach resident to take about 18 inches of thread. Teach resident how to thread the needle.

1. Hold thread in dominant hand.
2. Needle in other hand.
3. Hold needle and thread about eye level.
4. Put thread through eye of needle.

STEP III

Teach resident to double the thread and tie a knot.

STEP IV

1. Teach the resident to put needle through appropriate place on garment on the underside and pull it through.
2. Now have him place the needle through the hole in the button.
3. Teach him that the needle should be placed halfway through the hole. before he is to let go of the bottom of the needle, and then take hold of the top in order to finish pulling it through the hole.
4. Teach resident to now guide the button down to the garment with the other hand.

STEP V

1. Teach resident to put needle down through the other hole and pull it through.
2. Teach him then to put needle through the underside of the material and through the buttonhole and pull it up through.
3. Repeat until button is secure.

STEP VI

1. Teach him to tie a knot in the thread close to the button on the underside of the garment.
2. Teach him to break or cut the remaining thread.

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IRONING

STEP I

1. Teach the resident how to set up an ironing board. If adjustable, teach him how to set to a comfortable position, approximately waist high.
2. Teach the resident how and when the iron is to be filled with water.
3. Teach him to always set the iron up, never flat.
4. Teach the resident the different settings, and what they are used for.
6. Teach resident how to plug the iron in and turn it on.
6. Teach him to wait approximately five minutes for the iron to heat. (for permapress, set the dial midway).

STEP II

1. Teach resident to begin ironing a flat piece of material such as a handkerchief or pillowcase.
2. Have him smooth the material out before he begins ironing.
3. At this point stress the importance of keeping his free hand out of the way of the iron.
4. Teach resident to move the iron slowly over the material.

STEP III

1. Teach resident to iron the facing of the shirt or blouse first, on the inside of the shirt front.
2. Next teach him to iron the yoke. Have him fold the shirt along the bottom seam of the yoke, then place the shirt flat on the ironing board.

STEP IV

1. Teach resident to iron the front of the shirt, buttonhole side first. Teach him to place the shirt so the end of the ironing board goes into the sleeve, and the top of the shirt is flat on the board.
2. Teach him to take the shirt off the board and then place the shirt front lengthwise on the board. Have him iron from the outside to the body of the shirt.
3. Then teach him to move to the back and then iron the back completely before moving on.
4. Now teach him to iron the front of the shirt on the button side, using the same procedure as he did on the buttonhole side.

STEP V

1. Teach resident to iron sleeves. If long sleeves, teach him to iron the cuffs first, both sides of the cuffs; inside first, then outside. Then the sleeves.

STEP VI

1. Teach resident to iron collar; backside first, then front.
2. Teach him to hang up the shirt or bouse.
3. Teach him to shut off the iron control.
4. Teach him to unplug the iron.
5. Teach him to leave the iron on the board until it is cool.
6. Now teach him to wind the cord around the iron and return it to the proper place.
7. Teach the resident also to take the board down and to put it in its proper place.

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DRESS OR SKIRT HEMMING

PREREQUISITE: Resident should be able to sew on buttons, be able to cut material and be able to iron.

EQUIPMENT NEEDED: Ironing board, iron, tape measure, pins, needle and thread (the color of the garment to be hemmed) and scissors. A seam ripper and a hem marker would be handy.

STEP I
Teach the resident to gather up all of the above mentioned equipment.

STEP II
Teach the resident to take out the existing thread at the hem. This may be done by using a seam ripper or snipping the thread with the scissors, special care should be taken so as not to accidentally cut the material.

STEP III
Teach the resident to press out the old hem with a steam iron.

STEP IV
At this point the trainer should measure and pin the garment up at the desired length. Mark with tailor chalk or thread along dge where material is turned up, then drop down and measure 2½ inches from chalk line and place masking tape, the tape will make a guide for the resident to cut by.

STEP V
Teach the resident to cut off the excess material. Be sure to allow for ½ inch turn under and a good hem, 2 inches for most fabrics.

STEP VI
1. Teach the resident now to place the garment on the ironing board and remove the pins.
2. Teach the resident to turn the material over ½ inch and press.
3. Teach the resident to turn again 2 inches and press.

STEP VII
Now teach the resident to place pins in the folded hem so that she may sew it. Places to put pins: the seams, center front, center back and sides.

STEP VIII
Now the resident is ready to thread the needle with a single thread and knot it.

STEP IX
Now the resident is ready to begin the actual hemming.
1. Teach her to place the point of the needle at the edge of the hemline and push it through the bottom piece of the material and up through the top of the material then pull the thread all the way through.
2. Now have the resident run the needle through the top layer of the material and pull it all the way through again.
3. Continue this process all the way around the garment.

STEP X
Teach the resident now that the entire garment has been hemmed, to tie a knot and cut the excess thread with scissors.

STEP XI
Teach the resident to remove all the pins and press the garment.

STEP XII
Teach the resident to replace all the equipment used to it's appropriate place.

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DUSTING

EQUIPMENT: Clean cloths, furniture polish, (water, pail; optional).

STEP I

Teach the resident to assemble all equipment before he begins.

STEP II

Teach the resident to remove all objects on the area to be dusted.

STEP III--OPTIONAL

Teach the resident to wipe off area with damp cloth to remove marks and stains.

STEP IV--OPTIONAL

Teach the resident to dry off damp area with a clean, dry cloth.

STEP V

Teach the resident to apply one capful of furniture polish to a dry cloth or spray on polish from areosal can. Trainer may do this part of skill if resident is not capable of doing it.
Teach him to rub the cloth over the area.
Teach the resident to wipe up the excess polish with his clean, dry cloth.

STEP VI

Teach the resident to polish gently with a clean, dry cloth.

STEP VII

Teach the resident to return all equipment to the appropriate place.

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POPPING POPCORN

Equipment needed: Electric Pop-a-Lot Popcorn machine, coconut oil or peanut oil, salt and popcorn.

STEP I
Teach residents to plug cord into wall outlet.
Cue words: 1. "Plug in the machine"

STEP II
Teach residents to turn all switches on machine ON.
Cue words: 1. "Turn on the switches"

STEP III
Teach residents to measure oil and pour into kettle. Use 1/3 cup of oil per batch.
Cue words: 1. "Measure the oil into the cup"
2. "Pour the oil into the kettle"

STEP IV
Teach the residents to measure the corn and pour into the kettle. Use 8 ounces of popcorn.
Cue words: 1. "Measure the popcorn"
2. "Pour it into the kettle"
3. "Close the lid on the kettle"

STEP V
Teach the residents to prepare the next batch of popcorn for the kettle so they can have it ready when the first batch is done.
Cue words: 1. "Get the next cup ready"

STEP VI
Teach the residents to dump popped corn out of kettle when it has finished popping.
Cue words: 1. "Dump the popped corn"

STEP VII
Teach the residents to fill sacks of popcorn for the other residents to eat.
Cue words: 1. "Fill the sacks"

STEP VIII
Teach the residents to turn OFF switches and unplug electrical cord when finished popping corn.
Cue words: 1. "Turn off the switches"
2. "Unplug the cord"

STEP IX
Teach the residents how to clean machine kettle when cool.
Thorough cleaning of machine will be done by aide.

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DUSTMOPPING

EQUIPMENT NEEDED: dustpan, dustmop, radiator brush and a wastebasket.

STEP I

a. Teach the resident to get all of the equipment.
b. Teach the resident to put the dustmop head on if necessary. Trainer will assist as necessary gradually fading the amount of assistance given.
Cue words: OPTIONAL
1. "Get the dustmop"
2. "Get the dustpan"
3. "Get the radiator brush"
4. "Get the wastebasket"
5. "Put the dustmop head on"

STEP II

Now teach the resident to take all equipment to the area to be dustmopped.
Cue words: OPTIONAL
1. "Take the equipment to the _______________."

STEP III

a. Teach the resident to move all the furniture on one side or area of room.
b. Teach the resident to begin dustmopping at the wall and work out from there.
c. The dirt should be swept up to a nearby wall so as not to scatter it.
Cue words: 1. "Move the furniture"
Show him where to move it.
2. "Start dustmopping next to the wall"
3. "Sweep the dirt against the wall"
Choose one wall for this purpose. It should be close to the area being dustmopped.

STEP IV

Teach the resident to gently shake dust from dustmop.

STEP V

Now teach the resident to continue cleaning the rest of the room moving furniture if necessary.

STEP VI

Teach the resident to pick up the dirt with a radiator brush and dustpan and put it in the wastebasket.
Cue words: OPTIONAL
1. "Pick up the dirt"
2. "Put it in the wastebasket"

STEP VII

Teach the resident to return equipment.
Cue words: 1. "Put the equipment away"

WETMOPPING

EQUIPMENT NEEDED: Clean mop, pail, castor, wringer, water,*solution, cloth to clean corners, if needed.

*It will be the trainer's responsibility to pour solutions or if the resident pours solutions it will be done only with the trainer's supervison.

STEP I

Teach the resident first what equipment is needed and how to put the empty pail on the castor.

Cue words: OPTIONAL 1. "Get the mop"
2. "Get the pail"
3. "Get the castor"
4. "Get the wringer"

STEP II

Teach the resident to fill pail ½ full of water and place on the castor.

Cue words: OPTIONAL 1. "Fill the bucket ½ full"
2. "Put the bucket on the castor"

STEP III

a. Teach the resident to place the wringer on the pail so that it is in the center of the pail.

b. Then show the resident how to put the wringer handle in the wringer if it is the detachable kind.

Cue words: OPTIONAL 1. "Put the wringer on the pail"
2. "Put the handle in the wringer"

STEP IV

The trainer will pour the cleaning solution OR THE TRAINER WILL SUPERVISE THE POURING.

Cue words: OPTIONAL 1. "Pour the cleaning solution"

Be sure he knows just how much to use. DON'T FORGET TO PUT THE SOLUTION IN LOCKED CUPBOARD.

STEP V

Teach the resident to take all equipment to the area to be mopped.

Cue words: OPTIONAL 1. "Take the mop and bucket to the ____________________."

STEP VI

a. Teach resident to place mop in water.

b. Teach resident to then place the wet mop in the wringer and squeeze the excess water out of the mop.

Cue words: OPTIONAL 1. "Get the mop wet"
2. "Wring out the mop"

STEP VII

a. Resident should then be taught to start mopping furthest from the doorway.

b. Teach him to mop first along one corner of the baseboard, using a back and forth motion.

c. Then proceed to the rest of the corner area. (The trainer shows resident how to clean corners of the room with the mop or use the cloths gathered for this purpose).

d. Teach him to mop only a small area at a time, using a forward and backward motion with the mop.
e. Teach him to rinse the mop out after mopping a small area. Repeat until entire area is mopped.

Modeling this part probably will be the simplest way to teach the resident how to do it.

STEP VIII

a. Teach the resident to empty water in the utility sink, rinse bucket with clear water, rinse sink and put away equipment to the appropriate place.
b. Teach him to also clean the mops and hang them in the proper place.
c. Teach him to clean the utility sink.

Cue words: OPTIONAL
1. "Empty the mop water in the utility sink"
2. "Rinse the bucket out"
3. "Put the bucket away"
4. "Rinse the mop"
5. "Rinse the sink"
6. "Hang the mop up"

SWEEPING

EQUIPMENT NEEDED: Straw broom, dustpan, and radiator brush.

STEP I

Trainer accompany the resident to cleaning closet. Teach the resident to assemble the equipment.

Cue words: 1. "Get the broom"
2. "Get the dustpan"
3. "Get the radiator brush"

STEP II

In order to teach the resident where to place the dirt when sweeping, place a square.of tape in the center of the floor. The resident should sweep the dirt in that direction.

STEP III

Teach the resident how to use the broom. Say to the resident "I am going to show you how to sweep." It may be necessary to model the holding and action of the broom. Start with short stroke with the broom on the floor; lift the broom from that area,take one step back; return broom to floor: repeat the process. Begin at baseboard in the corner.

STEP IV

Teach the resident to step into area just swept with back to the corner; trainer model first then allow resident to do.

Place broom to right side; lower broom to floor; take a short stroke, step forward; repeat this process - sweeping dirt to middle of room. Continue on in this manner to all sections of room moving the dirt to the center of the room into marked off square.

STEP V

Teach the resident to get the dustpan and radiator brush and sweep the dirt into it. Again the trainer will model this process first, then allow the resident to do it.

STEP VI

Teach the resident to dump the dirt in the appropriate place being careful not to spill it.

STEP VII

Teach the resident to return the equipment to the proper place.

NOTE: WHEN THE RESIDENT IS CAPABLE OF SWEEPING THE DIRT INTO THE CENTER OF THE ROOM IT WILL NOT BE NECESSARY TO TAPE OFF A SQUARE.THIS IS ONLY AN AID FOR THE RESIDENT TO DETERMINE DIRTY FROM CLEAN.

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BEDMAKING

EQUIPMENT: 1 mattress and (optional), 2 sheets, 1 blanket, 1 bedspread, a pillow and a pillow case.

STEP I

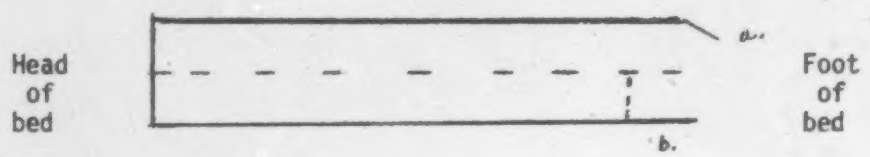
Bottom sheet: teach resident to unfold sheet and place it evenly on the bed. Resident should be taught that the sheet should be even with the foot of the mattress with all the excess at the head of the bed. Teach resident to tuck sheet in at head of the bed.

Cue words:
1. "Unfold the sheet"
2. "Spread it evenly on the bed"
3. "Smooth out the wrinkles"
4. "Lift the mattress"
5. "Tuck in the sheet"

STEP II

Bottom sheet square corner: THIS STEP SHOULD BE TAUGHT LAST FOR THE RESIDENT THAT HAS NEVER MADE A BED BEFORE.

a. Teach resident to tuck excess sheet under at head of bed.
b. Teach resident to hold sheet at right angles (lines A & B) even with top of bed as in diagram:



c. Teach him to drop corner (A).
d. Then lay corner (B) onto top of bed.
e. Now teach him to tuck in corner (A).
f. Finally teach him to pick up corner (B) from top of bed and let it hang down on the side.

STEP III

Teach the resident to now tuck in the rest of the sheet under on both sides. Teach him that when he is tucking the sheet under on the sides, to place one hand on top of the mattress and tuck with the other hand.

STEP IV

Top sheet: Teach resident to unfold sheet and place evenly on the bed. Teach him the excess sheet goes to the foot of the bed. If it is the practice on your cottage to turn back the top sheet over the blanket, teach the resident to pull approximately 5" or so to the head of the bed.

Cue words:
1. "Unfold the sheet"
2. "Spread it evenly on the bed"
3. "Pull this much up to the head" OPTIONAL
4. "Smooth the sheet out"

Now you may choose to teach the resident to tuck each sheet and blanket under one at a time, if so the following cues will be needed:

5. "Lift the mattress"
6. "Tuck in the sheet"

STEP V

Blanket: teach resident to place blanket evenly on the bed with excess at the foot. Now teach him to tuck it in at the foot. Make square corner if desired.

Cue words:
1. "Unfold the blanket"
2. "Spread it on the bed"
3. "Smooth out the wrinkles"

Teach the resident to tuck in the blanket at the foot.

4. "Lift the mattress"
5. "Tuck in the blanket"

STEP VI

Teach resident to place bedspread evely on bed with approximately the same amount at the foot and at the head.

Cue words:
1. "Unfold the spread"
2. "Spread it evenly on the bed"
3. "Smooth out the wrinkles"
4. "Be sure there's the same amount at the head and foot"

STEP VII

Teach the resident to turn back the spread at the head of bed. Teach him to get the pillow and case, put the case on the pillow, lay the pillow on the bed at the head and place spread over the pillow tucking in under the pillow.

BED WASHING

Equipment: clean cloths (several), large pan, water and cleaning solution.

This skill will be taught by the use of the modeling technique, this means the aide will demonstrate what the resident is to do then allow the resident to do it.

STEP I

Teach the resident to assemble the equipment with the aide supervising the pouring of cleaning solution. Explain to the resident why a disinfecting agent is used for cleaning.

STEP II

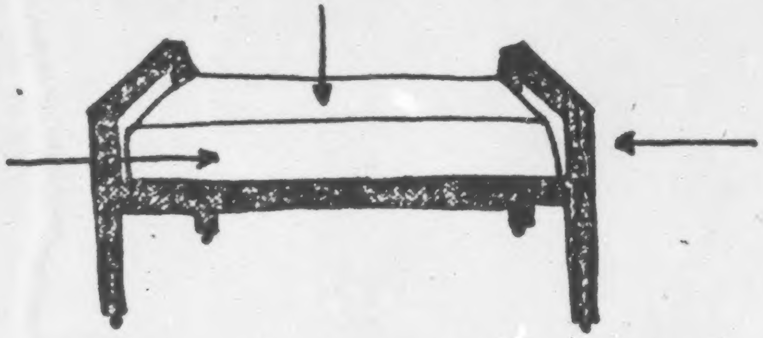
Teach the resident to take the equipment to the area where beds are to be cleaned.

STEP III

Teach the resident to remove soiled linen from the bed and place in appropriate laundry hampers.

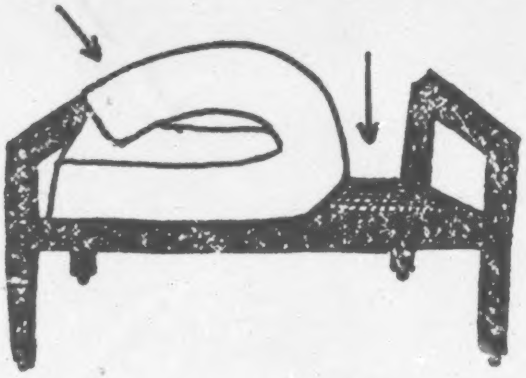
STEP IV

Teach the resident to dampen a cloth in the cleaning solution, squeeze out the excess water and wash the top, the sides and the ends of the mattress. See diagram below.



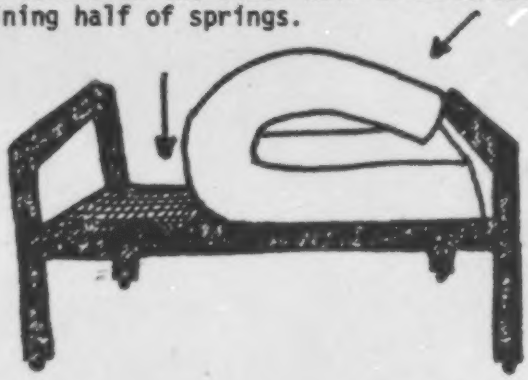
STEP V

Now the resident should learn to fold the mattress in half and wash the bottom side of mattress and springs that are exposed. See diagram below.



STEP VI

Teach the resident to turn back the other half of mattress and wash the under side of mattress and remaining half of springs.



STEP VII

Teach the resident to turn the mattress over. (This should be done at least once a month).

STEP VIII

Now the resident should wash the frame of the bed being certain to clean all areas of the frame.

STEP IX

Now the resident should leave the bed to air and dry before putting clean linen on the bed. The resident should return the equipment to the proper area. The cloths used should be placed in the laundry.

TABLE CLEARING

STEP I

Teach the resident to pick up all silverware and take to the kitchen; rinse under cold running water and lay on counter next to sink.

STEP II

Teach the resident to take all glasses from the table to the kitchen. He should pour the remaining liquids into sink and place glasses on counter next to the silverware.

STEP III

Teach the resident what a rubber scraper is and that it is used to scrape the remaining food from the plates. Teach the resident to scrape each plate into a bowl or another plate and stack each plate on top of another. Tell the resident to carry the stacked plates to the kitchen and place next to silver and glasses.

STEP IV

Teach the resident to remove the serving dishes from the table and scrape them into the garbage. They should be stacked on counter along with other dishes.

STEP V

Teach the resident to remove the salt, pepper, butter, bread, etc. from the table and place in their appropriate places in the kitchen.

STEP VI

Teach the resident to remove the table cloth and place in laundry.
Next he should get a clean wet cloth and wash the table top.

STEP VII

Teach the resident to dry the table top with a clean dry cloth.

STEP VIII

Teach the resident to slide all chairs up to the table.

If necessary, the resident should sweep any crumbs on the floor into a dustpan and empty into the trash.

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ROOM CLEANING

PREREQUISITE: The resident must have been taught dustmopping, wetmopping and dusting before teaching this skill.

MATERIALS NEEDED: Clean cloths, clean dust mops, dust pan, radiator brush, clean mop, mop bucket, caster, wringer, water and cleaning solution.

STEP I

Teach the resident to take all equipment to area to be cleaned.

STEP II

Teach resident to dust all areas first, window sills, beds, mop boards, behind radiators, etc. with damp cloth.

STEP III

Teach resident to then move beds or furniture to one side of the room or dorm and dust cleared area.

STEP IV

Next the resident should wet mop the cleared area.

STEP V

When the mopped area is dry teach the resident to move fhe furniture back and repeat Steps III and IV with the other side of the room.

STEP VI

Teach the resident to replace all the furniture and put equipment away making sure the mops are clean and soiled cloths are in the laundry.

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CLEANING THE BATHROOM

EQUIPMENT NEEDED:

- CLeanser
- Toilet Brush
- Clean rags
- Mop
- Bucket
- Wringer
- Broom
- Dustpan
- Radiator Brush
- Cleaning Agent

STEP I
Trainer assemble all necessary equipment and take to the bathroom. If the resident is capable of assisting he should be allowed.

STEP II
Teach the resident to set the wastebaskets outside the bathroom door.

STEP III
Teach the resident to sweep the bathrrom floor, pick up dirt with dustpan and radiator brush and put dirt in wastebasket that is outside the bathroom door.

STEP IV
Teach the resident to flush all the toilets, put the appropriate amount of cleanser in the toilet bowls and scrub inside and outside with the toilet brush. Teach him to dry the toilet seat and outside of toilet with dry cloths.

STEP V
Teach the resident to wash the mirrors with plain water and polish with paper towels.

STEP VI
Teach the resident to clean the sinks, inside, around and behind faucets and chrome handles. Polish faucets with a dry cloth.

STEP VII
Teach the resident to mop the floor with clean mop water and cleaning agent. The trainer will be responsible for pouring. If the resident is capable the trainer will supervise.

STEP VIII
Teach the resident to empty the trash cans.

STEP IX
Teach the resident to empty the mop water, rinse out the utility sink and return all equipment to the proper place. Cleaning solutions are to be locked up by trainer.

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VACUUM CLEANING

EQUIPMENT NEEDED: Vacuum cleaner

STEP I
Check cord of machine for frays; check to make sure the switch is in the OFF position.
Teach the resident to check to see if dirt bag is full, if bag is full either empty or replace the bag with a clean one, whichever is applicable to the machine.

STEP II
Teach the resident to check the blower vent if that particular machine has one. This should be closed for cleaning a room.

STEP III
Teach the resident to attach the hose to the machine making sure it is in the right position.

STEP IV
Teach the resident to plug in the machine into a wall outlet. Teach him to turn on the machine and place his palm on the hose outlet to determine if the hose is attached to the proper end of the machine; if there is pulling pressure on his hand the hose is placed correctly. Turn off the machine.

STEP V
Teach the resident to assemble the proper attachments for cleaning (depending upon what area to be cleaned.)

STEP VI
Teach the resident to vacuum. The trainer will demonstrate how to use the proper technique. This process should be modeled then allow the resident to do it.

STEP VII
Teach the resident to turn off the machine and take the vacuum out of the area just cleaned.
Teach him to check the bag again and either empty or change the dirt bag if necessary. If bag is 3/4 full the bag should be cleaned.

STEP VIII
Teach the resident to disassemble and put equipment away.

COOKING

Step 1

Hot plate.

Teach the resident to identify the knobs and what their functions are on the hot plate.

Step 2

Teach the resident how to turn the hot plate on and off.

Teach the resident that most of his cooking will be done on the #4 or medium heat.

Step 3

Cooking eggs. Fried.

Teach the resident to turn the hot plate on to medium heat.

Place the frying pan on the hot plate and put a tablespoon of shortening in the pa

Teach the resident to wait until the shortening has melted before putting eggs in.

Teach the resident to crakc the eggs into a bowl.

Cracking the eggs should be done in a quick, sharp motion.

Be sure to have him check for egg shells.

Now teach him to pour the eggs into the pan.

Teach him to put salt and pepper on the eggs if desired.

Teach the resident not to turn the eggs over until the clear part of the egg has turned white. To turn the egg over, teach the resident to slide the spatula under the egg and turn it over. Teach the resident that he should now wait about a minute and then take the egg out of the pan and put it on his plate.

Teach him now to take the pan off the burner and put it on a cold burner or on a folded towel on a table or drainboard. Teach him now to turn off the hot plate.

Step 4

Coffee - instant -

Teach the resident to put a teaspoon of instant coffee into his cup and add hot water. This water may be hot water from the tap or boiled water.

Coffee - percolated -

Teach the resident to fill the coffee pot to the waterline with cold water.

Have the resident use a cup to put in the desired amount of water.

Teach him that for every cup of water, he is to put in one tablespoon of coffee.

Teach the resident to assemble the basket and stem and place it in the pot.

Then the coffee, and put the lid on.

Teach the resident to turn the hot plate on high and leave it there until the coffee begins to perc.

Then put it on the lowest heat possible for about 5 minutes.

Then remove it from the heat and turn the hot plate off.

Step 5

Toast -

Teach the resident how to plug the toaster in.

Teach him how to regulate the toaster for desired shade of toast.

Midway is usually the best place for the setting.

Teach the resident to put the bread in the slot and push the lever down and wait until the toast comes up. Now have him take the toast out of the toaster and then unplug it.

Step 6

Sandwiches

Teach the resident that mayonaizze, meats, cheeses, and other meat spreads must be kept in a refrigerator, after they have been opened. Peanut butter & jell can be kept in the cupboard if the lids are kept tightly sealed. Teach the resident to spread margarine or mayonaizze, mustard or whatever on his bread and then to place the desired piece of meat on the bread and put it together.

Step 7

Soup

Teach the resident how to use the can opener.

Teach him to open a can of soup, put it in a pan, add a can of water and stir. Teach him to turn the hot plate on medium heat and put the pan of soup on it, and wait until it is hot. As soon as the soup is heated - turn the burner off. Teach him how to pour the desired amount of soup into a bowl. If the resident does not eat all of the soup, he should place it into the refrigerator after it has cooled or dispose of it.

Step 8

Instant Pudding

Teach the resident to put two cups of milk into a bowl and add one box of instant pudding, and stir it with a spoon until all of the pudding has dissolved. Then let it set for about five minutes before eating it.

Resident should be taught that this should be refrigerated.

Step 9

Food poisoning - causes of

Improper storage of food.

Eggs should be thoroughly cooked.

Meat such as pork and ham should be thoroughly cooked.

Teach the resident the types of food that need to be refrigerated:

Foods such as eggs, meat, milk, mayonaisse, open foods, need refrigeration.

Canned lunch meat should be taken out of the can and placed into a bowl or on a plate before being refrigerated.

Teach resident some of the symptoms of food poisoning:

Severe stomach cramps, severe headache, sick feeling and in some cases - nausea.

COLOR CONCEPTS

Equipment:

1. Cards with colors; red, blue, green, yellow, purple, orange, black and white in blocks.
2. Blocks (one of each of the above colors).

Step I

The Aide: introduces the first color.

1. Places the red block on the table.
2. Selects the card with the red block on it.
3. Holds the card up so the resident can see it.

Cues:

1. "Look at my card" "What is this color?"
   (If child cannot tell you this color, go on and say -
2. "This is the color red"
3. "Give me the red block"
   (At this time there should be only a red block on the table)
4. Repeat cues 1-3 as often as necessary.

DO NOT GO ON UNTIL THE CHILD CAN WITHOUT ERROR TELL YOU THE COLOR OF THE BLOCK AND THE CARD.

The Aide:

1. Places the blue block beside the red block on the table.
2. Selects the card with the red block on it.
3. Holds the card so the resident can see it.

Cues:

1. "Look at my card" "What is this color?"
   (If the child cannot tell you this color, go on and say -
2. "This is the color red"
3. "Give me the red block"
   (If the resident gives you the blue block, tell him -
4. "No, I want the red block"
5. Repeat cues 1-4 as often as necessary.

Step II

The Aide: introduces the color blue.

1. Places a red and blue block on the table.
2. Selects the card with the color blue on it.
3. Shows the child the card.

Cues:

1. "Look at my card"
2. "What is this color?" (If resident cannot tell you what it is, go on and say -
3. "This is the color blue"
4. "Give me the blue block" (Remember at this time there should be only the red and blue block on the table)
5. Review the red block.

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY WITHOUT ERROR GIVE YOU THE BLUE BLOCK AND THE RED BLOCK.

The Aide:

1. Now places the red, blue and green blocks on the table.
2. Selects the card with the blue block on it.
3. Show the card to the child.

Cues:

1. "Look at my card"
2. "What is this color?" (If the child cannot tell you what color it is say -
3. This is the color blue.
4. "Give me the blue block" (If the child gives you the wrong color say
5. "No, I want the blue block" (Demonstrate if necessary).
6. Review the red block.

Step III

The Aide: introduces the green block.

1. Places the red, blue and green block on the table.
2. Selects the card with the color green on it.
3. Shows the card to the resident.

Cues:

1. "Look at my card" "What is the color?"
   (If the child cannot identify the color, go on and say -)
2. "This is the color green" "Give me the green block"
   (At this time there should be only the red, blue and green blocks on the table).
3. Repeat cues 1-4 as often as necessary.
4. Review the colors blue and red.

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY WITHOUT ERROR GIVE YOU EACH BLOCK

The Aide:

1. Places the red, blue, green and yellow blocks on the table.
2. Selects card with the color green on it.
3. Shows it to the child.

Cues:

1. "Look at my card" "What is this color?"
   (If child cannot correctly identify the color, go on and say -)
2. "This is the color green"
3. "Give me the green block"
   (If the child gives you the wrong color, say -)
4. "No, I want the green block" (Demonstrate if necessary).
5. Repeat Cues 1-3 as often as necessary. Be sure and go back to review other colors.

Step IV

The Aide: introduces the color yellow.

1. Places the red, blue, green and yellow blocks on the table.
2. Selects the card with the yellow on it.
3. Shows the card to the child.

Cues:

1. "Look at my card"
2. "What is the color?" (If the child cannot correctly identify it, go on and say -)
3. "This is the color yellow"
4. "Give me the yellow block" At this time there should be the red, yellow, blue and green blocks on the table.
5. Review other colors.

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY GIVE YOU EACH BLOCK WHEN ASKED.

The Aide:

1. Places the red, blue, green, yellow and purple blocks on the table.
2. Selects the card with the color yellow on it.
3. Shows the child the card.

Cues:

1. "Look at my card"
2. "What is this color?" (If the resident cannot identify it, go on and say -
3. "This is the color yellow"
4. "Give me the yellow block" (If the child gives you the wrong block say -)
5. "No, give me the yellow block"
6. Repeat Cues 1-5 as often as necessary. Go back and review the preceding colors.

Step V

The Aide: introduces the color purple

1. Places the red, blue, green, yellow and purple blocks on the table.
2. Selects the card with purple on it.
3. Shows the child the card.

Cues:

1. "Look at my card"
2. "What is this color?" (If the child does not know, go on to say -)
3. This is the color purple.
4. "Give me the purple block" (At this time there should be the red, blue, green, yellow and purple blocks on the table.)
5. Review other colors.

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY WITHOUT ERROR GIVE YOU THE CORRECT COLOR WHEN ASKED.

The Aide:

1. Places the orange block on the table.
2. Selects the card with purple on it.
3. Show the child the card.

Cues:

1. "Look at my card"
2. "What is this color?" (If the child doesn't know say -)
3. "This is the color purple"
4. "Give me the purple block" (At this time there should be the red, blue, green, yellow and purple and orange blocks on the table).

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY GIVE YOU EACH COLOR BLOCK WHEN ASKED.

Step VI

The Aide: introduces the color orange.

1. Places the red, blue, green, yellow, purple and orange blocks on the table.
2. Selects the card with orange on it.
3. Shows the child the card with orange on it.

Cues:

1. "Look at my card"
2. "What is this color?" (If the child does not know, go on and say -)

3. "This is the color orange"
4. "Give me the orange block"
5. Review other colors.

DO NOT GO ON UNTIL CHILD CAN CONSISTENTLY WITHOUT ERROR TELL YOU THE CORRECT COLORS.

The Aide:

1. Places the black block on the table.
2. Selects the card with the color orange on it.
3. Shows the child the card.

Cues:

1. "Look at the card"
2. "What color is this?" (If the child does not know, go on and say -)
3. "This is the color orange"
4. "Give me the orange block"

Step VII

The Aide: introduces the color black.

1. Places the red, blue, green, yellow, purple, orange and black blocks on the table.
2. Selects the card with black on it.
3. Shows the child the card.

Cues:

1. "Look at my card"
2. "What is this color?" (If the child does not know, go on and say -)
3. "This is the color black"
4. "Give me the black block" (The preceding blocks should be on the table).

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY WITHOUT ERROR GIVE YOU EACH COLOR.

The Aide:

1. Places the red, blue, green, yellow, purple, orange, black and white blocks on the table.
2. Selects the card with black on it.
3. Shows the card to the child.

Cues:

1. "Look at my card"
2. "What color is this?" (If the child does not know, go on and say -)
3. "This is the color black"
4. "Give me the black block"

Step VIII

The Aide: introduces the color white.

1. Places the preceding colors and the white block on the table.
2. Selects the card with shite on it.
3. Shows the card to the child.

Cues:

1. "Look at my card"
2. "What color is this?" (If the child does not know, go on and say -)
3. "This is the color white"
4. "Give me the white block"

DO NOT GO ON UNTIL THE CHILD CAN CONSISTENTLY WITHOUT ERROR GIVE YOU THE CORRECT COLOR.

Step IX

The Aide:

1. Has the blocks.

The Child.

1. Has the cards with the colors.

The Aide:

1 Places the red block on the table.

Cues

1. "Show me the card with this color on it"
   Repeat this with each color.

NUMBER CONCEPTS

Equipment:

1. Cards with numbers 1-12 on them.
2. Twelve Blocks

Step I

The Aide: Introduces the number 1.

1. Places one block on the table.
2. Selects the card with the number "1" on it.
3. Holds the card up so the resident can see it.

Cues:

1. "Look at my card" "What is this number?"
   (If resident cannot tell you this number go on and say -
2. "This is the number "1"".
3. "Give me one block". "Count it".
   (At this time there should be only one block on the table).
4. Repeat Cues 1-3 as often as necessary.

DO NOT GO ON UNTIL THE RESIDENT CAN WITHOUT ERROR GIVE YOU ONE BLOCK

The Aide:

1. Places two blocks on the table.
2. Selects the card with the number "1" on it.
3. Holds the card up so resident can see it.

Cues:

1. "Look at my card" "What is this number?"
   (If resident cannot tell you this number go on and say -
2. "This is the number "1".
3. "Give me one block" "Count it".
   (If resident gives you two blocks, tell him -
4. "No, I want one block".
5. Repeat Cues 1-4 as often as necessary.

Step II

The Aide: Introduces the number "2".

1. Places two blocks on the table.
2. Selects the card with the number "2" on it.
3. Shows the resident the card.

Cues:

1. "Look at my card".
2. "What is this number?" (If resident cannot tell you what it is
   go on and say -
3. "This is the number "2".
4. "Give me two blocks". (Remember at this time there should be
   only two blocks on the table).
5. "Count them".

DO NOT GO ON UNTIL THE RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU TWO BLOCKS

The Aide:
1. Now places three blocks on the table.
2. Selects the card with the number "2" on it.
3. Show the card to the resident.

Cues:
1. "Look at my card"
2. "What is this number?" (If resident cannot tell you what the number is say
3. "This is the number two".
4. "Give me two blocks. "Count them". (If resident gives you more or less than two blocks go on and say -) -
5. "No, I want two blocks" (Demonstrate if necessary).
6. Repeat Cues 1-6 as often as necessary.
   Be sure to go back and review the number one.

Step III

The Aide: Introduces the number three.
1. Places three blocks on the table.
2. Selects the card with the number "3" on it.
3. Shows the card to the resident.

Cues:
1. "Look at my card" "What is the number?"
   (If resident cannot identify the number, go on and say -) -
2. "This is the number "3"".
"Give me three blocks. (At this time there should be only three blocks on the table).
4. "Count them".
5. Repeat Cues 1-4 as often as necessary.

DO NOT GO ON UNTIL THE RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU THREE BLOCKS.

The Aide:
1. Places four blocks on the table.
2. Selects card with the number three on it.
3. Shows it to the resident.

Cues:
1. "Look at my card" "What is this number?".
   (If resident cannot correctly identify the number, go on to say -) -
2. "This is the number "3"".
3. "Give me three blocks". "Count them".
   (If resident gives you too many or too few blocks, go on and say -) -
4. "No, I want three blocks" (Demonstrate if necessary).
5. Repeat Cues 1-3 as often as necessary.
   Be sure and go back and review numbers one and two.

Step IV

The Aide: Introduces the number four.
1. Places four blocks on the table.
2. Selects card with the number "4" on it.
3. Shows the card to the resident.

Cues:
1. "Look at my card".
2. "What is this number?". (If resident cannot correctly identify it go on to say -) -
3. "This is the number four".
4. "Give me four blocks". (At this time there should be only four blocks on the table.
4. "Count them".
6. Repeat cues 1-5 as often as necessary.

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY AND WITHOUT ERROR GIVE YOU FOUR BLOCKS

The Aide:
1. Places five blocks on the table.
2. Select cards with number four on it.
3. Shows resident the card.

Cues:
1. "Look at my card".
2. "What is this number?" (If resident cannot identify it go on to say -) -
3. "This is the number four"
4. "Give me four blocks". "Count them".
(If resident gives you more or less blocks asked for go on to say -) -
5. "No, I want four blocks". (Demonstrate if necessary.
6. Repeat Cues 1-5 as often as necessary.
Go back and review the numbers 1, 2 & 3.

Step V

The Aide: Introduces the number five.
1. Places five blocks on the table.
2. Selects card with the number five on it.
3. Show the resident the card.

Cues:
1. "Look at my card".
2. "What is this number?" (If resident doesn't know, go on to say -) -
3. "This is the number "5".
4. "Give me five blocks. (At this time there should be only five blocks on the table).
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU FIVE BLOCKS.

The Aide:
1. Places six blocks on the table.
2. Select card with the number five on it.
3. Show the resident the card.

Cues:
1. "Look at my card".
2. "What is this number?" (If resident doesn't know, go on to say -) -
3. "This is the number "5".
4. "Give me five blocks. (At this time there should be only five blocks on the table).
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU FIVE BLOCKS.

The Aide:
1. Places six blocks on the table.
2. Select card with number "5" on it.
3. Show the resident the card.

Cues:
Repeat the above-mentioned Cues (1-5). If resident gives you too few or too many blocks then say -
Cue:
1. "No, I want five blocks". (Demonstrate if necessary)
   Be sure and go back and review the numbers 1-4.

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU FIVE BLOCKS.

Step VI

The Aide:
1. Has the blocks.

The Resident:
1. Has the cards with numbers 1-5 on them.

The Aide:
1. Places one block on the table.

Cues:
1. "Show me the card with the number "1" on it".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY AND WITHOUT ERROR SHOW YOU THE CARD WITH THE NUMBER ONE ON IT.

Continue in the same manner with 2,3,4, & 5. It should be noted that in this Step, the Aide should go in numerical order; in other words, he should not begin by putting out three blocks and asking for the number three card. He should begin with one and continue in numerical order up to the number five.

DO NOT GO ON UNTIL RESIDENT IS CONSISTENTLY WITHOUT ERROR RESPONDING CORRECTLY.

Step VII

The Aide:
1. Has the blocks.

The Resident:
1. Has the cards with numbers 1-5 on them.

The Aide:
May put out any number of blocks up to five and ask for the appropriate number card.

CONTINUE ON THIS STEP UNTIL THE RESIDENT CAN CONSISTENTLY WITHOUT ERROR SHOW YOU THE CORRECT CARD FOR NUMBER OF BLOCKS PLACED ON THE TABLE.

Step VIII

The Aide: Introduces the number six.
1. Places six blocks on the table.
2. Selects card with number "6" on it.
3. Shows card to resident.

Cues:
1. "Look at my card"
2. "What is this number?" (If resident responds incorrectly, go on to say -)
3. "This is the number "6".
4. "Give me six blocks". (There should be six blocks on table).
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU SIX BLOCKS.

The Aide:
1. Places seven blocks on the table
2. Selects card with number "6" on it.
3. Shows card to resident.

Cues:
1. "Look at my card"
2. "What is this number?" (If resident responds incorrectly, go on to say -)
3. "This is the number "6".
4. "Give me six blocks".
5. "Count them",

If resident gives you too many or too few blocks go on to say -

Cue:
"No, I want six blocks". (Demonstrate if necessary)

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU SIX BLOCKS.

Step IX

The Aide: Introduces the number seven.
1. Place seven blocks on the table.
2. Select card with the number "7" on it.
3. Shows card to the resident.

Cues:
1. "Look at my card".
2. "What is this number?" (If resident responds incorrectly, go on to say -).
3. "This is the number "7".
4. "Give me seven blocks".
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU SEVEN BLOCKS.

The Aide:
1. Places eight blocks on the table.
2. Selects card with number "7" on it.
3. Show card to resident.

Cues:
1. "Look at my card"
2. "What is this number (If resident responds incorrectly, go on to say -) -
3. "This is the number "7".
4. Give me seven blocks".
5. "Count them".

If resident gives you too many on too few blocks, go on to say -

Cue:
1. "No, I want seven blocks" (Demonstrate if necessary).

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU SEVEN BLOCKS.

Be sure to go back and review the numbers 6.

Step X

The Aide: Introduces the number eight.
1. Places eight blocks on table.
2. Selects card with the number "8" on it.
3. Shows the card to the resident.

Cues:
1. "Look at my card".
2. "What is this number?" (If resident responds incorrectly go on to say -)
3. "This is the number "8".
4. "Give me eight blocks".
5. "Count them".

DO NOT GO ON UNTIL THE RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU 8 BLOCKS.

The Aide:
1. Places nine blocks on the table.
2. Selects card with number "8" on it.
3. Shows card to resident.

Cues:
1. "Look at my card".
2. "What is this number" (If resident responds incorrectly, go on to say -) -
3. "This is the number "8".
4. "Give me eight blocks".
5. "Count them"

If resident gives you too many or too few, go on to say -

Cue:
1. "No, I want eight blocks" (Demonstrate if necessary).

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU EIGHT BLOCKS.

Go back and review numbers 1-7.

Step XI

The Aide: Introduces number nine.
1. Places nine blocks on the table.
2. Selects card with number "9" on it.
3. Shows card to resident.

Cues:
1. "Look at my card".
2. "What is this number"
3. "This is the number "9".
4. "Give me nine blocks."
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU NINE BLOCKS.

The Aide:
1. Places ten blocks on the table.
2. Selects card with number "9" on it.
3. Show card to resident.

Cues:
1. "Look at my card"
2. "What is this number"
3. "This is the number "9".
4. "Give me nine blocks."
5. "Count them".

If resident gives you too many or too few, go on to say -

Cue:
1. "No, I want nine blocks". (Demonstrate if necessary).

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU NINE BLOCKS.

Review the numbers 1-8.

Step XII

The Aide: Introduces number ten.
1. Places ten blocks on the table.
2. Selects card with number "10" on it.
3. Shows card to resident.

Cues:
1. "Look at my card".
2. "What is this number"
3. "This is the number ten.
4. "Give me ten blocks"
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU TEN BLOCKS.

The Aide:
1. Places eleven blocks on the table.
2. Selects card with number "10" on it.
3. Shows card to resident.

Cues:
1. "Look at my card".
2. "What is this number"
3. "This is the number ten."
4. "Give me ten blocks".
5. "Count them".

If resident gives you too many or too few, go on to say -

Cue:
1. "No, I want ten blocks. (Demonstrate if necessary).

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU TEN BLOCKS.

Review numbers 1-9.

Step XIII

The Aide:
1. Has the blocks.

The Resident:
1. Has the cards with numbers 6-10 on them.

The Aide:
1. Places six blocks on the table.

Cues:
1. "Show me the card with the number "6" on it.

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR SHOW YOU THE CARD WITH THE NUMBER SIX ON IT.

Step XVI

The Aide: Introduces the number twelve.
1. Places twelve blocks on the table.
2. Selects card with the number "12" on it.
3. Shows it to resident.

Cues:
1. "Look at my card".
2. "What is this number" (If response is incorrect, go on to say -) -
3. "This is the number "12".
4. "Give me twelve blocks".
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU TWELVE BLOCKS.

The Aide:
1. Places thirteen blocks on the table.
2. Selects card with the number "12" on it.
3. Shows card to resident.

Cues:
1. "Look at my card".
2. "What is the number". (If response is incorrect, go on to say -) -
3. "This is the number "12".
4. "Give me twelve blocks".
5. "Count them".

If resident gives you too many or too few, go on to say -

Cue:
1. "No, I want twelve blocks". (Demonstrate if necessary).

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU TWELVE BLOCKS.

Review numbers 1-12.

9-8-71
JW:il

Continue in the same manner with 7,8,9, & 10. It should be noted that in this step, the Aide should go in numerical order; in other words, he should not begin by putting out eight blocks and asking for the number "8" card. He should begin with six and continue in numerical order up to the number ten.

DO NOT GO ON UNTIL RESIDENT IS CONSISTENTLY WITHOUT ERROR RESPONDING CORRECTLY.

Step XIV

The Aide:
1. Has the blocks.

The Resident:
1. Has the cards with numbers 6-10 on them.

The Aide:
May put out any number of blocks up to ten and ask for the appropriate number card.

CONTINUE THIS STEP UNTIL THE RESIDENT CAN CONSISTENTLY WITHOUT ERROR SHOW YOU THE CORRECT CARD FOR NUMBER OF BLOCKS PLACED ON THE TABLE.

Step XV

The Aide: Introduces the number eleven.
1. Places eleven blocks on the table.
2. Select card with the number "11" on it.
3. Shows card to resident.

Cues:
1. "Look at my card".
2. "What is this number" (If response is incorrect, go on to say -) -
3. "This is the number "11".
4. "Give me eleven blocks".
5. "Count them".

DO NOT GO ON UNTIL RESIDENT CAN CONSISTENTLY WITHOUT ERROR GIVE YOU ELEVEN BLOCKS.

The Aide:
1. Places twelve blocks on the table.
2. Selects card with number "11" on it.
3. Shows card to resident.

Cues
1. "Look at my card".
2. "What is this number". (If response is incorrect, go on to say -)_
3. "This is the number "11".
4. "Give me eleven blocks".
5. "Count them".

If resident gives you too many or too few, go on to say -

Cue:
1. "No, I want eleven blocks". (Demonstrate if necessary).

DO NOT GO ON WITH RESIDENT UNTIL HE CAN CONSISTENTLY WITHOUT ERROR GIVE YOU ELEVEN BLOCKS. Now go back and review numbers 1-10.

COUNTING TO 100 by ones, fives & tens

Prerequisite: Resident must have basic number concept and must be able to attempt to count by ones, fives and tens, but does so incorrectly.

Teaching materials to be used: work sheets and charts

It has been recommended that the resident first begin with charts.

Have him point to the number he counts.

When he makes an error - tell him the correct answer and have him begin again from the very beginning.

As the resident progresses, then begin having him work with work sheets.

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Work Sheet on Counting

By 1's.

1 ___ ___ ___ 5 ___ ___ ___ ___ 10 ___ ___ ___ ___ 15 ___ ___ ___ ___ 20 ___ ___ ___ ___ 25 ___ ___ ___ ___ 30

___ ___ ___ ___ 35 ___ ___ ___ ___ 40 ___ ___ ___ ___ 45 ___ ___ ___ ___ 50 ___ ___ ___

___ 55 ___ ___ ___ ___ 60 ___ ___ ___ ___ 65 ___ ___ ___ ___ 70 ___ ___ ___ ___ 75 ___

___ ___ ___ 80 ___ ___ ___ ___ 85 ___ ___ ___ ___ 90 ___ ___ ___ ___ 95 ___ ___ ___ ___

100

1 ___ ___ ___ ___ ___ ___ ___ ___ 10 ___ ___ ___ ___ ___ ___ ___ ___ ___ 20 ___ ___ ___

___ ___ ___ ___ ___ ___ 30 ___ ___ ___ ___ ___ ___ ___ ___ ___ 40 ___ ___ ___ ___ ___ ___

___ ___ ___ 50 ___ ___ ___ ___ ___ ___ ___ ___ ___ 60 ___ ___ ___ ___ ___ ___ ___ ___ ___

70 ___ ___ ___ ___ ___ ___ ___ ___ ___ 80 ___ ___ ___ ___ ___ ___ ___ ___ ___ 90 ___ ___

___ ___ ___ ___ ___ ___ ___ 100

1 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 20 ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 40 ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 60 ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ 80 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___ ___ ___ ___ ___ ___ 100

1 ___

___ ___

___ ___ ___ 50 ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

___ ___

___ ___ ___ ___ ___ ___ ___ 100

By 5's

5 ___ 15 ___ 25 ___ 35 ___ 45 ___ 55 ___ 65 ___ 75 ___ 85 ___ 95 ________ .

5 ___ ___ 20 ___ ___ 35 ___ ___ 50 ___ ___ 65 ___ ___ 80 ___ ___ 95 ___

5 ___ ___ ___ ___ 30 ___ ___ ___ ___ 55 ___ ___ ___ ___ 80 ___ ___ ___ ___

5 ___ ___ ___ ___ ___ ___ ___ ___ 50 ___ ___ ___ ___ ___ ___ ___ ___ ___ 100

___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___ ___

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TIMETELLING

Prerequisites:

1. Resident must be able to recognize numbers to twelve.
2. Resident must be able to count to thirty by fives.

Terminology to be used:

1. After the hour; rather than past.
2. Before the hour; rather than 'til.
3. Big hand rather than long.
4. Little hand rather than short.

It is felt that if he consistently use after and before, big and little, it will cut down on residents becoming confused by mixing terminologies.

STEP I

The Trainer

1. Should place both hands at twelve o'clock, stressing the difference in the size of the hands.
2. Tell the resident the big hand tells you the minutes; the little hand tells you the hours.
3. Be sure the resident can tell the difference before moving on to Step II.

STEP II

The Trainer

1. Places the big hand at twelve; the little hand at three saying, "When the big hand is on twelve, it always tells you the hour the little hand is pointing to.
2. Do not move on until the resident can tell you any hour on the clock with ease.

STEP III

The Trainer

1. Starting with your left, his right - when the clock is facing the resident with back to you, place the big hand on one - little hand on three or five. The clock now says five minutes after three or after the hour. Repeat this until the resident can tell you with ease, five minutes after any hour, on that side of the clock, including the six, seven, eight, nine, ten, eleven, twelve on the other side of the clock.
2. Please do not go to any new hour if the resident is having trouble with the previous hour. In other words, if he cannot say five minutes after three, do not go on to five minutes after four.

STEP IV

The Trainer

1. Repeat Step III with ten, fifteen, twenty, twenty-five and thirty minutes after the hour with one step at a time.

STEP V

When this is mastered, move to before the hour, placing the big hand on eleven, and the little hand on seven. The clock now says - five minutes before seven.

STEP VI

Keep in mind, the resident must be reviewed with the after-the-hour while being taught the before-the-hour. This is a difficult step. Do not move too fast. Work with five minutes before the hours seven, eight, nine and ten, staying away from eleven and twelve until he is sure of himself with all after-the-hour and seven, eight, nine and ten before-the-hour.

STEP VII

Now move to ten minutes before seven. Then 15 minutes before seven, etc., reviewing after-the-hour as you go.

STEP VIII

Do not go to thirty minutes before the hour. This has been learned as after-the-hour.

MONEY CONCEPTS

EQUIPMENT NEEDED: One dollar in pennies, one dollar in nickels, one dollar in dimes, one dollar in quarters and one dollar bill.

STEP I

Teach the resident to identify each coin. Always use cent value, for example: "This is a one cent piece""not a penny and the same for the other coins as well. Start with a one cent piece and work with the resident until he knows a one cent piece front and back.

STEP II

Now teach the resident the five cent piece. When the resident knows it front and back go on to next coin. Review other coin.

STEP III

The resident should learn the 10 cent piece now front and back. When he knows it front and back go on to the next coin. Review other coins.

STEP IV

Now the resident should learn the 25 cent piece front and back. Review.

STEP V+

When the resident has learned to identify each coin, teach him to identify a dollar bill front and back. Review each coin.

STEP VI

Make a ladder type scale out of paper, woodor different size blocks. Mark the bottom step with 1¢, next 5¢ and on up to $1.00. This is to enable the resident to see the different values of the coins and bill. Lay a one cent piece, five cent piece, ten cent piece, twenty-five cent piece and one dollar bill on the table. Now ask the resident where the one cent piece goes on the scale and have him place it on the scale on the proper place. Do this with each of the coins and the dollar bill. Explain as you work that a ten cent piece is worth more than a one or five cent piece, etc.

STEP VII

Place a five cent piece on the table, then take 5 one cent pieces and place them under the five cent piece. Now tell the resident these five one cent pieces are the same as this one five cent piece or that these five one cent pieces make five cents. Place the one cent pieces to one side. Now have the resident count out and place the five one cent pieces below the five cent piece. Now explain again that the five one cent pieces are the same as the five cent piece in value. Now ask the resident which coin is the same as the five one cent pieces. Stay at this step until the rssident fully understands it.

STEP VIII

Now place six or more one cent pieces on the table. Ask the resident how many one cent pieces will make or be the same as this five cent piece. Stay at this step until the resident knows the value of the five one cent pieces, when he knows it, take his five one cent pieces and give him the five cent piece.
NOTE: From this step on as the resident learns a step, let him keep the coin; make a bank or something to keep his money in. Have some gifts ranging in price from 5 cents to $1.00. Try to make the dollar gift something he wants so he will be encouraged to save for that gift.

STEP IX

Now place a ten cent piece on the table and ask the resident what it is and how much it is. Now take two five cent pieces and follow the same procedure you did with the five cent piece. After the resident has mastered that, place three or more five cent pieces on the table and ask the resident to count the amount to make ten cents.

STEP X

Now place a 25¢ piece on the table and ask the resident to tell you what it is or how much it is. Now take five 5¢ pieces and have the resident count out the amount needed to make 25¢. Do not use 10¢ pieces as this will confuse the resident at this point. Wait until the resident has a better concept of money.

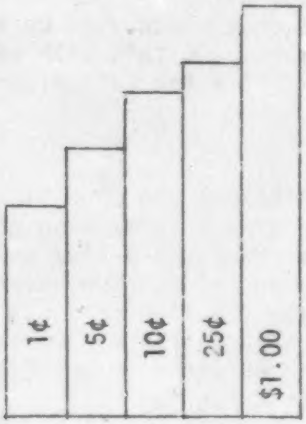
STEP XI

Place a dollar bill on the table. Ask the resident to tell you how much it is or what it is. Next take four 25¢ pieces and follow the same procedure as the other coins. When the resident knows that four 25¢ pieces is the same as the $1.00 place five or more 25¢ pieces on the table and ask the resident to count out the correct amount to make $1.00.

STEP XII

When the resident has mastered all steps introduce other combinations of coins in making up an amount of money. Example: two ten cent pieces and one five cent piece is the same as one twenty-five cent piece or five five cent pieces.

SCALE DESCRIBED IN STEP VI:



FAIRVIEW HOSPITAL AND TRAINING CENTER
7/9/74 SS/ds TPC

USE OF TELEPHONE

For local calls.

PREREQUISITE: Resident must be able to recognize numbers 0 through 9.

STEP I

Teach the resident the parts of the phone and their functions.
The parts to be identified are:

a. Receiver
b. Earpiece
c. Mouthpiece
d. Dial
e. For pay telephones: the money slots.

STEP II

The resident should have the number he wants to dial. It would help if the number is written out on a piece of paper.

STEP III

Teach the resident to lift the receiver.
Teach him to listen for the dial tone before starting to dial.

OPTIONAL: STEP FOR PAY TELEPHONE

Teach the resident to put the proper coin in the slot, then listen for the dial tone before dialing.

STEP IV

Teach the resident to dial the number he wants to call. Be sure to stress to dial the numbers in order. After he has dialed the first number, have him remove his finger and allow the dial to return to the starting place. Repeat with each number dialed.

FOR TOUCHTONE PHONES:

Be sure the resident only presses one button at a time.

STEP V

Teach the resident to listen for a ring or a busy signal. If the resident reaches a busy signal, teach him to hang up the phone. If it rings, teach him that six times is usually ample time to let it ring. Explain to him that he should call back if no answer or a busy signal is heard.

OPTIONAL: STEP FOR PAY TELEPHONES

If the resident gets no answer or a busy signal, teach him to check the coin return slot.

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MAIL AND POSTAGE

PREREQUISITE: Ability to print a legible letter

STEP I

Teach resident how to address the envelope.
Teach him to print, rather than write.
Teach him to put his name, address and zip code on the back of the envelope.
Teach him to put the name, address and zip code of the person the letter is to be sent to on the front of the envelope.

STEP II

Teach him to place the letter in the envelope.
Teach him to seal his envelope.

STEP III

Teach resident to recognize a 10¢ stamp or stamps that total 10¢.
For example: one 6¢ stamp and two 2¢ stamps.
Teach him that just one 10¢ stamp goes on each letter.
Teach him where to place the stamp - front of the envelope on the upper right hand side.
Teach him that stamps are to be placed side by side, not one under the other.

STEP IV

Teach resident where to purchase stamps: Post office, grocery stores, stamp machines, stamp machine in the ad building.
Teach resident how to use the stamp machine. Teach him which coin goes in which slot and how many stamps you will get with each coin.

STEP V

Teach resident where to mail his letter.
Teach resident that most mail boxes are painted red and blue.

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CALENDAR CONCEPTS

Prerequisite: The resident must recognize numbers 1 to 31.

Step I

1. Teach the resident the days of the week, beginning with Sunday through Saturday. Use cards with each day of the week on them.
2. Be sure and teach only one day at a time. Do NOT go on to another day of the week until the previous day or days have been learned. Be sure to review days learned each session.

Step II

1. Using the regular calendar, show the resident each day has a column and in each column there is a number which is called the date.
2. For practical experience the aide should give the resident the date and have him tell you the day this date falls on. First have the resident find the date and then let him run his finger up the column to find out which day it falls on. After the resident has mastered this, then go on and have him tell you every date that falls on Sunday, then Monday, then Tuesday, etc.

Step III

1. Teach the resident the months of the year, beginning with January. Use flash cards for each month. Do not go on to another month until the previous month or months have been learned. Be sure to review months learned each session.

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SIMPLE BUDGETING

This pertains to any resident that has a fixed monthly income of $13.00 a month or more:

Step I

Explain to the resident how much money he receives monthly. (Those residents who get more than $13.00 a month will still be allotted only $13.00 a month. The remainder will be placed in their restricted funds. Also funds that have been accumulated prior to the beginning budgeting are not to be used and should be considered restricted. For use of restricted funds, please contact the unit Social Worker(s)).

Step II

Explain to the resident that $1.00 of his monthly income is to be set aside in a savings account. Explain to him the benefits of such an account.

Step III

Explain to the resident that he must use some of this money to do his laundry each week, and to pay his bus fare downtown.

Step IV

Explain to resident that Steps II & III must be planned for before he can spend any money for luxuries i.e. cigarettes, grooming aids, clothing, community recreation, home transportation, canteen, home telephone calls, etc.

Step V

The following Budget Sheet is to be kept by the aide on a bi-weekly basis (every two weeks). The resident can only check out money once every two weeks; and only after a Budget Sheet has been set up by the aide with the help of the resident.

		Monthly Bal. $13.00 Bi-weekly Balance	Savings Account Balance
		$6.50	.00
1. Savings	$ .50	$6.00	$ .50
2. Laundry	2.00	$4.00	
3. Bus fare	1.00	$3.00	
4. Cigarettes			
5. Canteen			
6. Home transportation, etc.			
Total	$	Balance	Balance $ .50

Comments: Please note what the resident has planned to spend the remaining $3.00 on. After he has spent the money now comment on what he had actually spent his money on and what his progress has been.

Step VI

The budget sheets are not to be destroyed but are kept in a notebook for a period of 3 months at which time an evaluation of the resident's progress will be made. After the evaluation please turn the budget sheets in to the Cottage Charge.

Step VII

Once a month let the resident know how much he has accumulated in his savings account thus far.

Step VIII

After about 3 months explain to the resident that his savings account is building up and see if he would like to plan on buying something. Then help him to figure out how long he will have to save before he can get it.

Step IX

If the resident does not follow through and do his laundry and use the bus he will forfeit the following 2 weeks $3.00 allotment for luxuries.

Step X

If the resident is on restriction at the beginning of the 2-week budgeting period, but gets his card back the second week he will forfeit one half of the money allotted for the two weeks, except for the savings. Therefore he would be allotted $2.75. Laundry - $1.00, Bus - $.50 and luxuries - $1.25.

Step XI

If the resident goes on restriction the second week of the budgeting period he must turn in the $1.50 allotted for that week's laundry and bus fare or he will be penalized by deducting that amount from the following 2-week period luxury allotment. The confiscated $1.50 will be turned back in to the Accounting Office into the resident's restricted account.

Step XII

For residents who have a fixed monthly income of $13.00 a month or more, but do receive some money periodically should be taught to put 10% of it into a savings account. This should be done when he receives the money. Help the resident plan what he is to do with it. Do Not make demands such as laundry or bus fare on him. Use the budget sheet for fixed monthly income in the savings and luxuries areas.

BUS RIDING
(To Town)

This procedure should be used to teach a resident that has minimal skills in dealing with money. Although it would be helpful if the resident could read, tell time and deal with money (making change, etc.) we realize this is not always possible. Another program of recognizing coins and survival words would be helpful either at the same time as this program or immediately after the resident has mastered this one.

The most important point for this program is that the resident will be cooperative with another more capable resident or a trainer.

STEP I

The resident should know that he will need money to take the bus downtown. He should be taught to keep the bus fare for the return trip in the other pocket or section of coin purse. This will insure money for the return trip and that he will not spend it accidentally while shopping.

STEP II

The resident should be taught to check his appearance before going to town. The mirror check for boys or mirror check for girls procedure should be helpful.

STEP III

The resident should learn where on the grounds to catch the bus to go downtown. Some residents will know or learn soon the approximate time the buses run. The resident should learn to sign out on the cottage if necessary and to pick up a check out slip in the main office.

STEP IV

Teach the resident to stand on the sidewalk to wait for the bus to stop. When the bus driver opens the door to get on, teach the resident to not crowd in front of others in front of him and to step onto the bus carefully. Teach him to have his money ready for the driver. Teach him to drop it in to the box or, if he needs change wait for the driver to help him. Also if he needs a transfer teach him to get it at this time.

STEP V

Teach the resident to take a seat in an empty space if possible. If it is necessary to share a seat with someone, taach him to sit down with the least amount of confusion. Teach the resident to excuse himself and wait for the person to move his feet, stand up or whatever he can to get out of the way. The resident should learn to be friendly but try not to engage in coversation if the person does not seem readily friendly.

STEP VI

When the resident is ready to leave the bus at his destination, he should do so with as little confusion as possible. Teach him to excuse himself before stepping over the person he is sitting with. Teach him to wait until those in front of him have moved forward before he goes forward.

After the resident has finished his business downtown, teach him to return to Fairview by a return bus, check into the main office and return to the cottage.

Rolepaaying this procedure several times before going on the bus may help in getting the resident prepared for the real experience.

***NOTE If the resident gets into trouble while he is downtown, teach him to ask the bus driver for help. 12/74 FH&TC TRC SS/ds

LONG DISTANCE TRIPS - (Bus)

Prerequisites: 1. Ability to ride the bus to town independently.
2. Ability to use the telephone.

This procedure is to be done in a mock setting first.

The second time an aide should accompany the resident to the bus depot and help him to purchase his ticket. Hopefully, the third time can be done by the resident independently.

Step I

1. Teach the resident to have the phone number of the bus depot.
2. Teach him to know the day he wants to leave and his destination.
3. Teach the resident the information that he will need to find out from the bus depot. Refer to the trip sheet.
4. Teach him now to call the bus depot.

Step II

Teach the resident where the bus depot is. Teach him how to get to the bus depot from city bus stop. Teach him how long it will take to get from Fairview to the bus depot.

Step III

Teach resident how to purchase a ticket.

Step IV

Teach resident to check his luggage. Teach him that large foot lockers and large suitcases should be checked. Overnite cases, paper sacks, small record players and purses can be carried with him. Teach resident to keep his luggage ticket, and that it should be given up only when he claims his luggage.

Step V

Teach resident to listen for loud speaker for instructions where he is to catch his bus.

Step VI

Teach resident that when he arrives at his destination he is to go to ticket office for directions to where he is to claim his luggage.

Step VII

Teach resident to give his claims ticket to baggage clerk and wait for him to get his luggage. If luggage has not arrived, teach resident to ask clerk when it will be in. If possible, teach resident to write this information down.

TRIP SHEET

Day Leaving______________________

Destination______________________

(Resident gives this information to the bus depot)

Bus Leaves______________________

Bus Arrives______________________

Lay over - where______________How long______________

Transfer? Where______________________

Price of roundtrip ticket______________

(Resident gets this information from bus depot)

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RESTAURANT ETIQUETTE

Prerequisite: Resident should be able to read.
Resident should have some knowledge of money.
Resident should know how to dress appropriately.
Resident should have acceptable table manners.

Suggested eating places: Serve yourself types of restaurants:
Kings Table - Copper Kitchen

Menu ordering type:
Sambos - Copper Kitchen - Golden Pheasant
Sir Loins - China City

Step 1

Teach the resident to know the location of the restaurant and the approximate cost of the food.

Step 2

Teach the resident to know what type of transportation will be used - bus, car, etc., and the cost.

Step 3

Buffet

a. Teach the resident after entering the restaurant to go to the start of the serving line.

b. Teach resident to pick up a plate and appropriate utensils if they are there.

c. Teach the resident to go down the serving line and select appropriate portions of food wanted. Explain to the resident what an appropriate amount is and that he is welcome to go back for seconds.

d. Teach the resident to select beverage and dessert if on the serving line.

e. Teach the resident to pay for food at the cash register at the end of the serving line.

f. Teach resident to be seated where hostess says or select a table for the appropriate number of persons and seat self.

g. Teach the resident to remove his coat and put it over the back of his chair

h. Teach the resident to place napkin on his lap.

i. Teach resident if he didn't pay at the end of the serving line, to pay at the appropriate place when he finishes his meal.

Over

Step 4

Menu

a. Teach the resident after entering the restaurant to remove his coat and either hang it in the coat room or put it over the back of his chair, or on a hook by the table. If the boy is escorting a girl, he should help her remove her coat.

b. Teach the resident to give his order to the waitress when she comes to the table.

c. Teach the resident to check the bill to be sure it is correct and to pay at the appropriate place.

d. Teach the resident to pick up his coat and put it on just before leaving.

Step 5

Teach resident to tip waitress from 10¢ to 25¢ if he has the money. This procedure should be tried in a role-playing type situation on the cottage before it is tried in town. The resident should be taken out to eat by an aide at least once before going on his own.

BICYCLE SAFETY

Prerequisite: Has ability to ride a bike.
Bike checked periodically by aide

Equipment: Oregon Drivers Manual
Colored chalk or crayons: red, green, yellow, white.
Black board or paper.
(Any other brochures are available at Police Dept.)

Step I

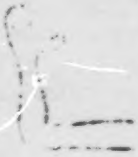
Teach Safety "Rules and Regulations" from Oregon Drivers Manual

A. Keep to the right side of the road with traffic flow
B. Do not carry passengers
C. Ride single file
D. Must have at least one hand on handle bars at all times
E. Slow down, be cautious at Intersections and Driveways
F. Ride slowly in Busy sections and near parking areas.
G. Use bicycle path where available
H. Give Right-of-Way to pedestrians and motor vehicles
I. In downtown area push your bike across cross-walks
J. Stay 3' away from parked vehicles
K. Never touch a moving vehicle
L. Make turns from proper lane
M. On two lane road use hand signals to turn - on four lane road use cross walks
N. Obey all traffic signals - signs and lights

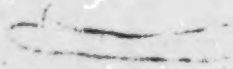
Step II

Teach Signals (Hand)

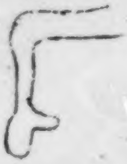
A. Right turn - elbow bent, lift arm up.



B. Left turn - lift arm straight out



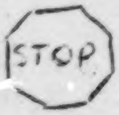
C. Stop or slow down - lift arm bent at elbow pointing down



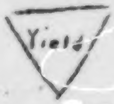
Step III

Signs (Use Manual for

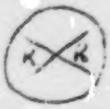
A. Regulatory signs
   1. Stop



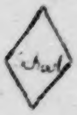
   2. Yield



B. Warning signs
   1. Railroad



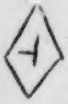
2. School



3. Crossroad

4. Signal ahead

5. Side road



C. Traffic Direction
   1. One way
   2. Two way traffic
   3. No U turn - use crosswalk
   4. No —turn

Step IV

Solid Lights
- A. Solid red - stop at white line
- B. Solid green - go
- C. Solid yellow - warning to stop

Step V

Flashing Lights
- A. Flashing red - stop, look all directions, then go.
- B. Flashing yellow - caution, slow down, look carefully before entering intersection.

Step VI

Condition of Bike (bike should be kept in good condition)
- A. Tire properly inflated
- B. Make sure seat is at right height
- C. Handle bars at right heightsand straight
- D. Keep bike clean
- E. Tighten all rattles.

Step VII

Equipment on Bike
- A. Have horn
- B. For night riding:
  1. Reflector on back bumper - must be seen from 200 feet.
  2. Light on front bumper - must be seen from 500 feet.

SS:ds February 23, 1973
FAIRVIEW HOSPITAL AND TRAINING CENTER
T.P.C.

INTRODUCTION TO COMMUNITY RESOURCES

Method of teaching this procedure will be:

1. Familarize resident with this Agency by way of a field trip and literature.
2. Resident goes to Agency on his own with a specific assignment, i.e., Job Application form.

Employment	Job training Unemployment	675 Union S.E.	387-4846
Health Department	Free medical treatment	2455 Franzen N.E.	364-8427
Family Planning Clinic		1549 Hawthorne N.E.	588-5355
Welfare	Housing, Medical, Food	480 Church S.E.	378-6327
Social Security	Social Security Card	702 Church N.E.	585-1793
YMCA	Recreation	685 Court N.E.	363-9117
YWCA	Recreation	768 State	363-9167
Salvation Army	Clothing, furniture	1085 Broadway N.E.	363-9346
Goodwill	Clothing, Employment	1245 Oxford S.E.	585-4636
Food Stamp Center	Food Stamps	4480 River Rd. N.	588-0280
City Police	Emergencies		585-8910
Fire Department	Fire & First Aid		581-5123

FAIRVIEW HOSPITAL AND TRAINING CENTER
3/19/74 TPC SS/ds

THE CHILD TRAINING PROGRAM

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THE CHILD TRAINING PROGRAM

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I. INTRODUCTION

Many adults would like to relate to young children better, to learn how to teach them how to mind and follow directions. The Child Training Program is a course of instruction that teaches adults how to be skillful in dealing with children.

When the adult has completed the Child Training Program he will have acquired skills which will help him teach the child to mind and follow directions; these skills will help the adult to encourage the child's development of language and activities of daily living. These skills enable the adult to allow the child to be more independent and, most important, the adult and the child begin to appreciate each other more.

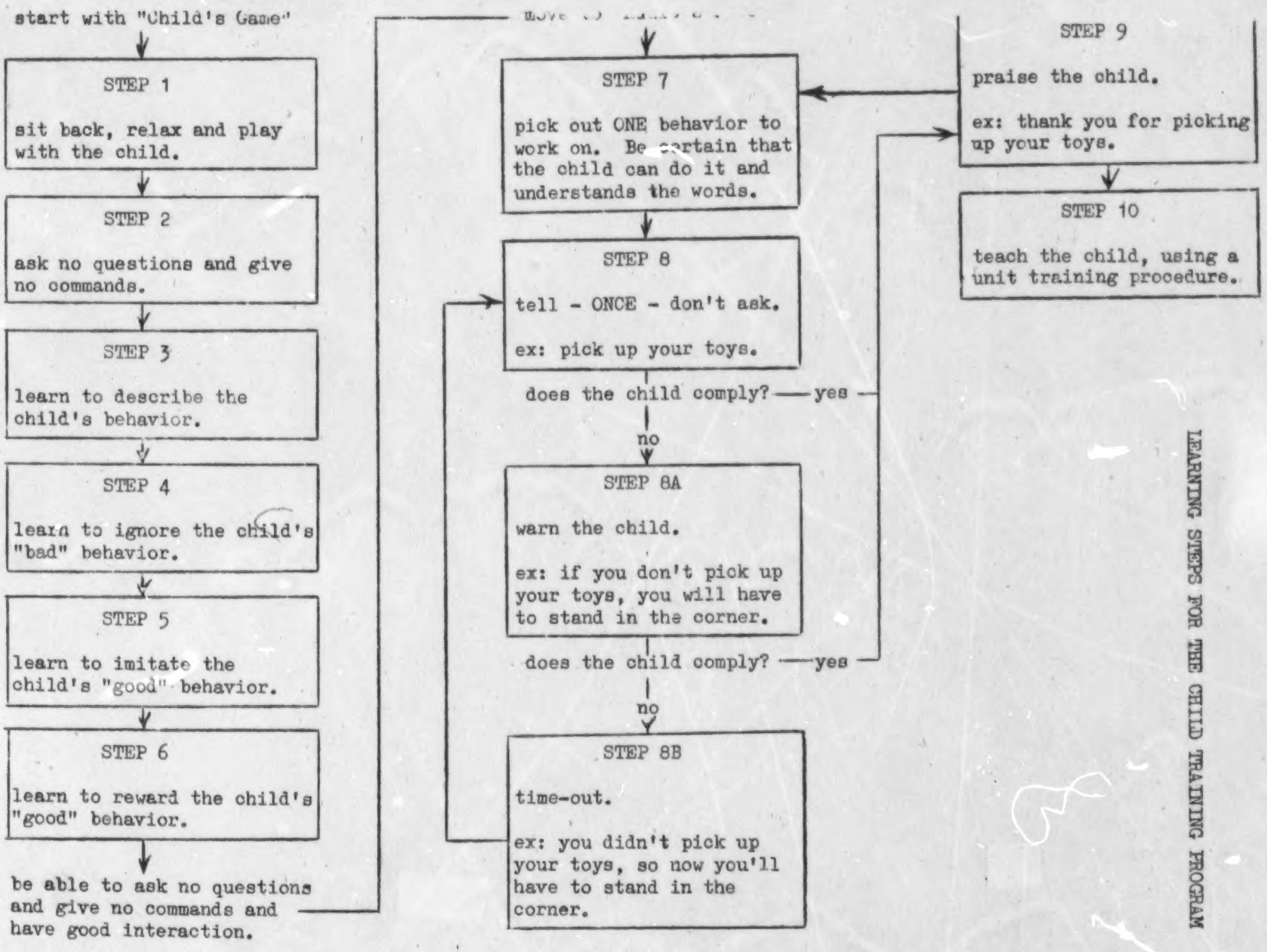
The Child Training Program is a step-by-step program: one step must be mastered before going on to the next step. The adult learns each step by practicing for 5 to 10 minutes, 2 or 3 times EACH day. In the first part of the Program, called the "Child's Game", the adult learns to observe and interact with the child, to look for his good behavior and comment on it. The adult learns to provide constant feedback to the child about his activities, thus helping the child to associate his actions with language.

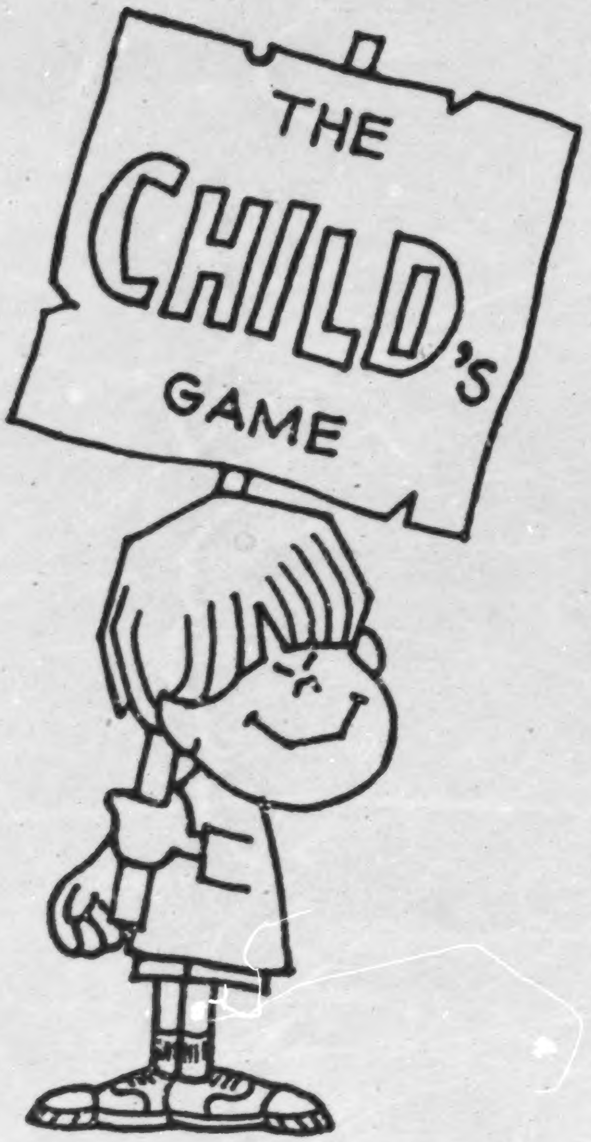
After learning the "Child's Game" the adult will be able to: (1) interact with the child without asking any questions or giving any commands; (2) encourage the child's constructive behavior and the establishment of good habits by imitation and frequent descriptive praise; (3) ignore selected non-destructive undesirable behaviors; and (4) provide feedback to the child about his actions and environment by the use of descriptions.

When the adult has mastered the "Child's Game" he is ready to move on to the second part of the Program, the "Adult's Game." Although most adults want to work on this part FIRST, teaching the child to mind and follow directions, it is VERY important that the adult first master the steps of the "Child's Game" (Part 1) so that he can then learn to give commands more effectively.

After the adult has learned the "Adult's Game" he should be able to give a command to the child and have him follow it in a variety of situations. When the adult has completed both of the first two parts of the Program, he will be able to move on to the third part of the Program: teaching the child skills and activities using standard training procedures based on the methods of shaping (successive approximation) and modeling.

LEARNING STEPS FOR THE CHILD TRAINING PROGRAM


start with "Child's Game"
STEP 1
sit back, relax and play with the child.
STEP 2
ask no questions and give no commands.
STEP 3
learn to describe the child's behavior.
STEP 4
learn to ignore the child's "bad" behavior.
STEP 5
learn to imitate the child's "good" behavior.
STEP 6
learn to reward the child's "good" behavior.
be able to ask no questions and give no commands and have good interaction.
move to [illegible]
STEP 7
pick out ONE behavior to work on. Be certain that the child can do it and understands the words.
STEP 8
tell - ONCE - don't ask.
ex: pick up your toys.
does the child comply?
yes
no
STEP 8A
warn the child.
ex: if you don't pick up your toys, you will have to stand in the corner.
does the child comply?
yes
no
STEP 8B
time-out.
ex: you didn't pick up your toys, so now you'll have to stand in the corner.
STEP 9
praise the child.
ex: thank you for picking up your toys.
STEP 10
teach the child, using a unit training procedure.


THE
CHILD'S
GAME

II. HOW TO LEARN PART 1 (the "Child's Game")

The purpose of the following text is to give an outline of the step-by-step method for the learning of the "Child's Game" which can be followed independently or with the aid of class instruction.

STEP 1

Have another person observe you as you sit back, relax and play with a child for five minutes. Join the child as he engages in an activity of his own choosing. Your observor should make a count of some of YOUR behaviors as you play with the child: (1) how many questions you ask; (2) how many times you give the child a command or tell him what to do; (3) how often you describe the child's actions or behavior; and (4) how many time you praise the child for doing something that you like.

After this five minute "baseline" session is completed, look at the count of your behaviors. Many adults are surprised at the large number of questions that they have asked and the number of commands they have given. The adult usually finds that although he has tried to play as the CHILD wishes, he is unable to keep from telling the child what to do or asking frequent questions in an attempt to get the child to interact as the ADULT wants him to do. An adult will often relate to the child only with a series of questions, such as, "What's this?", "What do you want to do?", "What color is this?", etc.

Try to watch other adults interacting with children. Notice how many questions they ask and how many commands they give to the child. See, too, how often the child has acquired the habit of ignoring and not answering the questions - and also ignoring and not obeying the commands. The adult often tries to direct the child in situations where it is not necessary to do so. In contrast, in situations where the adult MUST give a command, the child will often not mind. This can be very frustrating to the adult.

STEPS 2 and 3

Practice playing with a child for five minutes WITHOUT asking him any questions - and without giving him any commands. This will be very difficult for you to do! Have someone else observe you and count the same behaviors that they counted in Step 1: questions, commands, descriptions and praises. Watch what the child is doing and describe the child's behavior to him. Just tell the child what it is that you are seeing him doing. The child will usually like this attention - and these descriptions also provide the child with verbal feedback of his actions. The child can learn by making associations between his actions and your words.

Many adults think that a child needs to be questioned in order to learn. It IS true that questions can stimulate the child's thinking IF the child is willing and able to answer them. However, think of the result if the child refuses to answer. Also, what would be the effect on the child who repeatedly fails because he really does NOT know the answer? Instead of saying, "What color is that?", say, "You picked up the red block." Learn to substitute descriptions of the child's behavior for your questions and commands. By observing the child WITHOUT telling him what to do, you will be giving the child a chance to solve problems on his own. You will be giving the child a chance to become more independent. And, you will be giving the child a chance to be more creative in his play.

Most adults, as mentioned before, find that it is very difficult to inhibit their questions and commands. It will take some time and effort, but with daily practice it CAN be done. It will pay off for you in time. Practice for 5 to 10 minutes, 2 or 3 times EVERY day until you are able to do this easily and well.

STEP 4

Now you are able to sit back, relax and watch the child at play. You are describing his actions without asking him any questions or telling him what to do. You are ready to practice a new step with the child. Play with the child as before - but now do NOT describe any of the child's actions that you do not like and do NOT want him to repeat. Learn to ignore the child's bad behavior. When you begin doing this you may notice a change in the child's behavior. If the actions that you are ignoring are "attention-getting" behaviors (such as whining, temper tantrums, bizarre movements, etc.) they may get WORSE at first as the child tries harder and harder to get your attention. This is the time that most adults give up and give in to the child. The child then learns that these undesirable behaviors "pay-off", and that if he persists he can control YOUR behavior. BUT - if you are consistent and CONTINUE to ignore these bad behaviors, you will usually see them decrease and often completely disappear.

A WARNING: not describing (ignoring) should be used ONLY on NON-destructive bad behaviors. An adult cannot use ignoring with an action or behavior that is harmful to other people, property or the child himself. The initial increase that often comes when ignoring behavior just cannot be tolerated when the behavior is destructive.

Practice this step for several days until you are sure that you can easily describe only the GOOD behaviors that you want the child to continue performing. Be SURE you can keep from describing or paying any attention to the child's non-destructive bad behavior. Of course, when a destructive behavior occurs, you will have to stop it.

STEP 5

Now you're beginning to see how much control you really have over the child's behavior just by giving or withholding your attention. You're able to describe the child's good behavior while ignoring his bad behavior. And you are still NOT telling him what to do or trying to direct his play. Now you should practice with the child again and try to describe the child's good behavior with your ACTIONS as well as your words. You should copy or imitate his behavior in much the same way as in the game "Follow-the-leader." This way you can provide the child with increased feedback about his behavior — and, the child really thinks that this is great fun!! Your imitation and following of him in his play gives the child the feeling that what he is doing is important and worthwhile.

At this point in the Program many adults say that the child is beginning to talk more. In this step using imitation, the adult waits until the child makes a sound or a word and then the adult describes or imitates the child's language. If the child is very young or his speech is delayed, you may want to imitate just sounds, such as "b-b-b-b", "mm-mm-mm", etc. If the child's speech is better developed and you can understand what his sounds mean, the adult should imitate, using the correct word. For example, if the child says, "Wa-wa", you can describe what he has said by saying, "You said water!" Or, you can imitate the child by saying, "Water." The adult should always imitate CORRECTLY, giving the child a good model for what he has said — don't imitate in a "baby-talk" fashion.

Keep practicing these five steps for as many days as you need to feel comfortable at this level of the Program.

STEP 6

This step will probably be easier for you. You are probably already doing it at least part of the time. You are now giving the child attention for his good behavior with imitation and verbal descriptions. Now you should practice PRAISING the child for these actions. Remember, you still should NOT ask any questions or give any commands; you should NOT describe any behavior that you do not want the child to repeat; and you will now be describing, imitating and PRAISING the child's GOOD behavior.

Children can be praised with words, hugs, pats etc. When you use words, "descriptive" praise works the best. For example, when the child picks up his toys don't just say, "Good boy." Instead, practice using descriptive praise such as, "Good, you picked up your toys," "Thank you for picking up your toys," etc. In each example the behavior of the child has been described. Use of descriptive praise lets the child know EXACTLY what it was that you liked.

You may now be asking, "Shouldn't a child do what he is supposed to do without always being praised?" The answer to this frequent question is: when a child is learning to establish a new habit, like minding you or doing his chores, it will take an extra effort for both you and the child. Therefore, in order to acquire the habit he needs frequent, enthusiastic praise. Once the habit has been established or the new skill has been learned, however, the praise can be given less frequently. The habit or skill may become self-rewarding over a period of time. In any case, it will take less praise to maintain it.

Are you ready to move on to Part 2, the "Adult's Game?" If you have (1) practiced 5 to 10 minutes, two or three times every day; (2) if you really can hold your tongue and ask no questions and give no commands; (3) if you can consistently ignore and not pay any attention to the child's non-destructive bad behavior; and (4) if you can really describe, praise and imitate the child's good behavior --- then, and only then, you are ready to move on to the "Adult's Game." Again, remember that it is wise to have someone watch you in these practice sessions with the child. Often, another person can point out things that you haven't noticed. And, especially important in Part 2, that other person can give you the encouragement and support you may need in mastering this part of the Program.

THE
ADULT'S
GAME

MORE TO COME...

III. HOW TO LEARN PART 2 (the "Adult's Game")

You can now use the same step-by-step method to learn the "Adult's Game." In this part of the Program the adult learns how to teach the child to mind and follow directions. The "Adult's Game" teaches the adult to avoid the common problems that many adults have: (1) not always being sure what they want the child to do; (2)using too many words and explanations, thereby confusing the child; (3) giving more than one command at a time;(4) failing to praise the child when he minds; (5) failure to use consistent consequences for not minding; and (6) giving up when the CHILD is consistent in his refusal to mind.

STEP 7

The first thing for you to do is to select ONE thing that you want the child to do. Be sure he can do it and is able to understand the words. Use a simple command, such as "Come here", "Sit in the chair", "pick up your toys," etc. Have this command firmly fixed in your mind. You will NOT go on to another command until you have taught the child to CONSISTENTLY mind the FIRST command.

STEPS 8 and 9

Take a small piece of paper, or a 3" x 5" note card, and make a "cue card" for Step 8. Write your command at the top of your card. The following is an example, using the command, "Come here":

STEP 8 (TELL): Jimmy, come here.

Be sure you are TELLING the child what you want him to do. Don't ASK him to do it. If you ask the child, "Jimmy, would you come here?", the child realistically should have the opportunity to refuse. DON'T give the child a choice (of either doing or not doing) when you really don't intend for him to have a choice.

Now is the time for you to decide what consequence you will use if your child refuses to mind your command. Choose a consequence that works best for YOU and one that you will be able to carry out EVERY TIME the child refuses to mind. For example, the consequence could be sitting in a chair in a corner for 5 minutes, standing in a corner for 60 seconds, being sent to his room, etc.

Write the consequence on your cue card, using the consequence you have selected. For example:

STEP 8 (TELL): Jimmy, come here.

8A (WARN): Jimmy, if you don't come here,
you will have to stand in the
corner.

Now you will write Step 8B on your card. This is when you carry out the consequence if the child still does not mind you. Be sure your "time-out" phrase is consistent with the other steps.

Write on your cue card, like this:

STEP 8 (TELL): Jimmy, come here.

8A (WARN): Jimmy, if you don't come here, you will have to stand in the corner.

8B (TIME-OUT): Jimmy, you didn't come here, so now you will have to stand in the corner.

As you see, the command, (a description of the behavior that you want) has been repeated each time. These three simple phrases will be the ONLY words you will use with the child as you learn to "command-train" him. Practice saying them and be sure you know these phrases well and can use them consistently; the SAME way EVERY time.

When the child DOES mind you, it is very important that you praise him, and in a descriptive manner. Then the child is able to know EXACTLY what he has done that you like. Many adults forget to praise the child when he has followed their directions. At the bottom of your card, write the cues for Step 9, praising the child, like this:

STEP 8 (TELL): Jimmy, come here.

8A (WARN): Jimmy, if you don't come here, you will have to stand in the corner.

8B (TIME-OUT): Jimmy, you didn't come here, so now you will have to stand in the corner.

STEP 9 (PRAISE): Good, Jimmy, you came here.

Now you are ready to teach the child to mind you. Follow the phrases, in the order that you have placed them on your cue card. Say, "Jimmy, come here." If Jimmy minds, praise him saying, "Good, Jimmy, you came here," (Step 9 on your cue card). If Jimmy DOESN'T mind you, warn him, saying, "Jimmy, if you don't come here, you will have to stand in the corner," (Step 8A on your cue card).

If Jimmy minds now, praise him, using the description of his behavior. BUT -- if he still doesn't mind, put him in time-out, saying, "Jimmy, you didn't come here, so now you will have to stand in the corner," (Step 8B on your cue card). Put him in the corner, or wherever you have decided, without saying anything more to him, without any eye contact and without letting him know that you are displeased or angry with him. It is important that the child NOT be in time-out for too long a period of time. When time-out is over, the child MUST still be able to remember what he did that was wrong. If the child has been in time-out for too long a time, all he will remember is that YOU put him there and he didn't like it. He will not have made a connection between the time-out and his behavior.

VERY IMPORTANT: when the child has finished his period in time-out you MUST again give him the same command and follow the SAME sequence that you wrote on your cue card. This is the time that it is good to have the support of another person to encourage you. The child must NOT be allowed to go play without doing what you have told him to do. Don't let the child get away with NOT minding. Go through the same sequence again and again and again until the child finally DOES mind. Then -- DON'T forget to praise him when he does what he was told.

Sometimes it is nearly impossible to get the child to mind. It may be that he is very stubborn and knows that he can outlast you. Or, it may be that his habit of NOT minding is very well-established. In either case, if you have had to use time-out several times in a row, you will then have to use physical "prompts" to get the child to mind you. In this way, you can usually avoid a "standstill" of going through the sequence for several hours before you can get the child to mind you. Physical prompts also work to teach the child a command that he does not understand.

To use physical prompts (when verbal commands and gestures have not been effective) you will have to move the child's body or limbs in addition to using the words and gestures. For example, if you are trying to get the child to mind the command, "Sit in the chair," SAY, "Jimmy, sit in the chair," POINT to the chair and AT THE SAME TIME push downward on his shoulders so that he has no choice but to sit in the chair: the child has no choice but to obey your command. DON'T FORGET to praise him, now, using the description of his behavior: "That's great, Jimmy! You sat in the chair."

As you consistently use the same commands, gestures and physical prompts and the child begins to mind you, you should try to "fade out" the physical and gestural prompts. Be sure to do this slowly, and in small steps.

Once you have taught the child to mind your first command CONSISTENTLY, it is time to go back to Step 7 and select another behavior to work on. Remember, do NOT add additional behaviors until the child will consistantly mind the previous command.

Once you have mastered the "Child's Game" (learning to relate to the child) and the "Adult's Game" (learning how to teach the child to mind you) you are ready to move to Part 3 of the Program. In Part 3, the adult learns how to teach the child a skill or activity using training procedures based on the methods of shaping and modeling.

Are you ready?